WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
SEPTEMBER 30, 2003

WorkSource Columbia Basin
Benton-Franklin Room
815 North Kellogg, Suite D
Kennewick, WA 99336
(509) 734-5900

AGENDA

Time: 8:30 a.m. to 3:00 p.m.

TIME	TOPIC	PRESENTER	DESIRED OUTCOME
8:30-8:35	Welcome/Introductions	David Harrison	Get Acquainted
8:35-9:30	Minutes of June 6, 2003, Board Meeting, June 23, 2003, Board Teleconference. July 30-31, 2003, Retreat Summary Chairperson's Report Executive Director's Report *Tab 1*	David Harrison David Harrison Ellen O'Brien Saunders	Board will act on minutes of June 6, 2003, Board Meeting, June 23, 2003, Board Teleconference, and July 30-31, 2003, Retreat Summary. Board will be updated on current issues of interest.
9:30-10:30	Planning for Higher Education: Presentation by the National Collaborative for Postsecondary Education *Tab 2*	Bryan Wilson Dennis Jones, National Center for Higher Education Management Systems Gordon Davies, National Collaborative for Postsecondary Education Policy	Board will discuss information and preliminary conclusions with the National Collaborative for Postsecondary Education consultants.
10:30-10:45	Break	All	Refresh

TIME	TOPIC	PRESENTER	DESIRED OUTCOME
10:45-11:15	Improving Labor Market Information: Job Vacancy/Employee Benefits Survey	Greg Weeks, Employment Security Department	Board will learn of new resource from Employment Security Department/Labor Market and Economic Analysis Branch.
11:15-11:45	Tour of WorkSource Columbia Basin	Michelle Mann, Benton-Franklin Workforce Development Council	Board will learn of activities of host WorkSource Center.
11:45-12:30	Lunch	All	Refresh
12:30-1:30	Washington State's High School Graduation Rate: "Lost Kids – Our Economic Future" *Tab 3*	Wes Pruitt David Shaw, A+ Commission Chris Thompson, A+ Commission Brian Jeffries, Office of Superintendent of Public Instruction	Board will discuss implications of drop out rate and discuss Board options for addressing.
1:30-1:50	Workforce Investment Act Performance Targets for Years 4 and 5 *Tab 4*	Bryan Wilson	Board will act on state targets for Years 4 and 5 and workplan for setting Workforce Development Council targets.
1:50-2:10	Break	All	Refresh
2:10-2:50	Workforce Development Council Recertification Criteria *Tab 5*	Bryan Wilson	Board will begin discussion of what recertification policy should include.
2:50-3:00	Meeting Wrap Up and Adjournment	David Harrison	Board will recap its work and the work ahead
3:00	Optional Tour of Tri-Tech Skills Center	Gerry Ringwood, Tri-Tech Skills Center	Board will learn of activities of Tri-Tech Skills Center

TAB 1

Washington State Workforce Training and Education Coordinating Board
Minutes of Meeting No. 92
June 6, 2003

Chair René Ewing called the meeting to order at 8:39 a.m. at the Association of Washington Business in Olympia, Washington. The following board members were present:

René Ewing, WTECB Chairperson
Sylvia Mundy, Employment Security Department (ESD)
Joe Pinzone, Business Representative
Geraldine Coleman, Business Representative
Lori Province (Alternate for Rick Bender), Labor Representative
Beth Thew, Labor Representative
Mike Hudson (Alternate for Don Brunell), Business Representative
Brian Jeffries (Alternate for Terry Bergeson), Superintendent of Public Instruction (OSPI)
Earl Hale, State Board for Community and Technical Colleges (SBCTC)
Rich Nafziger (Alternate for Earl Hale), State Board for Community and Technical Colleges (SBCTC)
Ellen O'Brien Saunders, Executive Director

Welcome and Introductions

Ms. René Ewing welcomed the Board and guests and introductions were made. She thanked Mr. Mike Hudson and Mr. Dick Walter for the use of the Association of Washington Business office for the meeting.

Minutes of Board Meeting No. 91 –March 27, 2003 and April 18, 2003 Teleconference

Ms. Ewing presented the minutes from the March 27, 2003, and April 18, 2003, meetings. Commissioner Mundy asked about whether Ms. Gerri Coleman had received the sub-state information on the funds for One Stop development and expansion mentioned on page six. It was reported that Mr. Gary Gallwas had provided that information to Ms. Coleman. Commissioner Mundy asked that it be sent to all Board members. Mr. John McGinnis noted corrections to both minutes regarding attendance (Ms. Coleman was present at the March 27 meeting; Mr. McGinnis was present at the April 18 teleconference and Ms. Coleman was not).

Motion 03-92-01

A motion was made by Ms. Beth Thew and seconded by Ms. Coleman that the Workforce Training and Education Coordinating Board (WTECB) minutes of March 27, 2003, and April 18, 2003, meetings be approved as corrected. The motion passed.

Chairperson's Report

Ms. Ewing introduced Mr. David Harrison as new Board Chair. Mr. Harrison noted that he is delighted by this appointment and that he is a "relentlessly positive and always dissatisfied person." Board members discussed the recent Workforce Development Council (WDC) visits. Mr. Joe Pinzone got a preview of Pacific Mountain's well-documented strategic plan and was impressed. He encouraged the Board to continue the visits.

Board Members reported on their participation in Washington Award for Vocational Excellence (WAVE) ceremonies around the state. Commissioner Mundy attended the ceremony at the New Market Skills Center and reported that they have asked her back next year. Ms. Thew attended ceremonies in Tri-Cities and Spokane, Mr. Pinzone attended a ceremony in Vancouver, and Ms. Ewing went to the Highline area WAVE ceremony.

Mr. Hudson announced that Ms. Coleman received the Association of Washington Business' Bruce Briggs Award for outstanding community involvement and support.

Executive Director's Report

Ms. Ellen O'Brien Saunders summarized the workforce development aspects of the state budget. Ms. Lori Province asked about how INTEC relates. The WAVE scholarship is fully funded. The Higher Education Coordinating Board received funding for "high demand" FTEs. The State Board for Community and Technical Colleges (SBCTC) Job Skills program was increased. The budget for the Office of Superintendent of Public Instruction (OSPI) received funding for Vocational Skills Centers' summer programs and extended day vocational programs.

From the federal level, the Department of Labor (DOL) has substantially reduced in the state's grant for Workforce Investment Act (WIA) Title I, so the recommendations sent to the Governor's Office on the use of the WIA Governor's Discretionary Funds (or "10 percent" funds) will have to be revisited. This development has been shared with the Governor's Office. In addition, Board staff and DOL reached agreement on the WIA Performance Targets for Years 4 and 5 based upon the targets approval by the Board. DOL was appreciative of good data.

Ms. Saunders reviewed proposed agenda items WDC strategic plans. The agency has received 10 of the 12 so far and staff are confident all the plans will be approvable. Ms. Lund also informed the Board about the Youth Council Institute in September.

Ms. Saunders noted the analysis of WAVE applicants and winners. The WAVE 20th Anniversary is next year and the WTECB will be making a special effort to market WAVE to schools that have not nominated students in the past, and to use the anniversary to promote the benefits of career and technical education.

Ms. Saunders reported that WTECB is working with other agencies on workforce related issues associated with the Boeing 7E7.

Ms. Saunders noted that the Health Care Personnel Shortages Task Force chair, Mr. Brian Ebersole, has stepped down and the new chair is Ms. Holly Moore, President of Shoreline Community College.

Commissioner Mundy asked about the way in which the Board packet materials are presented and wondered at the significance of the different colored papers. Ms. Saunders explained that the different colors have no particular significance but are a way to separate different topics within a Tab.

WTECB Operating Budget

Mr. Wong presented information on the WTECB Operating Budget for FY 2004. He noted that in answer to Ms. Province's earlier question on INTEC - it remains unchanged from the Conference Committee recommendation. Commissioner Mundy asked about why the benefits are lower in 2004 than they were in 2003. Mr. Wong explained that benefits are affected by the types of retirement programs for staff. Mr. Wong noted that the state is receiving less Perkins funding from the federal government. Mr. Nafziger asked if the Perkins funding cut included WTECB Administration dollars. Mr. Wong responded that it did not.

Motion 03-92-02

A motion was by Ms. Thew and seconded by Ms. Province to approve the WTECB's Source of Funds and Operating Budget for 2003-2004. The motion passed.

Carl D. Perkins Vocational and Technical Education Act Program Year 2003 Federal Funds Distribution

Three agencies (SBCTC, OSPI, and WTECB) receive Perkins money to improve career and technical education. For the first time, Washington State is taking a 2.9 percent cut in Perkins funds due to the formula elements. Over the last few years, increases in Leadership funds have gone to SBCTC and OSPI; over the same period, WTECB has not increased its share of Administration and Leadership funds. The agencies have agreed to review the distribution for 2004 with any recommended changes brought to the Board for action next spring.

Mr. Earl Hale pointed out that all agencies are taking cuts everywhere. It is symbolic to show that everyone has been affected. Ms. Saunders responded that WTECB had never taken any increase and Mr. Hale acknowledged that.

Motion 03-92-03

A motion was by Ms. Thew and seconded by Ms. Coleman to approve the distribution of PY 2003 Federal Vocational Education Funds and enter into agreements with its partner agencies to distribute the funds in accordance with the funds distribution matrix. The motion passed.

Student Options Legislation

Ms. Kathleen Lopp, Executive Director of the Washington Association for Career and Technical Education, expressed her appreciation to the Board and its staff, and in particular, to Mr. Pinzone and Mr. Rick Bender, and presented plaques for those members and for the Board itself.

Multi-State Marketing Initiative

Commissioner Mundy introduced Mr. Bill Tarrow from ESD who presented information about a multi-state initiative to market One Stop services to businesses. The group did research using focus groups to establish target audiences and determine customer demand. The group then developed an outreach campaign, trained local WorkSource Center staff, and has measured and tracked results.

Ms. Province asked if the marketing pieces are the same in all seven states and noted that she found some of the marketing pieces somewhat offensive (in particular, the use of WalMart as an example). Commissioner Mundy noted that the training provided is a supplement to what the staff have been doing all along, but part of it is training the business representatives on how to work with businesses. Mr. Harrison asked if they are pleased with the mailing lists used. The response was yes, and they are working to improve these lists with each mailing.

WIA Reauthorization – Comparison of HR 1261 and Washington State Positions

The U.S. Senate Committee on Health, Education, Labor and Pensions is having a hearing on June 18, 2003, to consider a bill to reauthorize WIA. Mr. Wilson walked the Board through the material in Tab 4. Mr. Brian Jeffries noted that the Board should be conscious of in-school youth eligibility criteria and asked if the youth indicators are consistent for WIA and Perkins. Mr. Wilson responded that they are not. Mr. Wilson pointed out the language in the draft that would change the membership of the state Board from 9 voting members to 27 members (at a minimum). Another proposed change is requiring updates of state and local strategic plans every two years. The item that has received the most press is the proposal to permit faith-based organizations to discriminate in employment practices based upon religion.

Mr. Harrison noted that both Senator Cantwell and Senator Murray are attending to reauthorization issues. Mr. Hudson asked if the Board needs to reaffirm its issue positions with the Senate. Ms. Saunders noted that in the packet is a copy of a letter from Governor Locke to the Congressional delegation, but if the Board would like to do more, that would be fine. Ms. Ewing said that if the bill passed in its current form, the Board would face a daunting task to restructure, which would distract from the real work of the Board for at least a year.

Section 503 Incentive Grant

Washington State is one of only 16 states eligible to receive an award. In "High Skills, High Wages" the Board outlined the general process Washington would use if we received these incentive funds. The Board is expecting to take action on the application via a special Board meeting to be held later in June. The Interagency Committee reviewed four key workforce development issues needing improvement, including: blending adult basic skills education with occupational skills training, improving results for target populations, career counseling and information on job openings, and health care program capacity. The incentive money could be used to concentrate on one or all of these areas. Mr. Jeffries clarified that the motion is to adopt the process only.

Motion 03-92-04

A motion was made by Mr. Jeffries and seconded by Ms. Coleman to approve the recommended process for developing the application for the Section 503 Incentive Grant. The motion passed.

The Board discussed the process and the issues for the incentive awards. Commissioner Mundy asked how the success of the programs is calculated. Mr. Wilson reported that it is based on the core indicators and there are a number of options for how to do the calculations. Mr. Pinzone stated that the Board should stay with the direction in "High Skills, High Wages" that has the money going to local areas that exceeded their expected level of performance in some meaningful way. Commissioner Mundy agreed. Mr. Nafziger said that the process makes sense, but has some questions about how the money will be distributed to locals – the money needs to be tied to performance. Mr. Hale said that the word "incentive" should be taken out because it is not incentivizing anything. Ms. Ewing summarized some of the key points: Make sure we stay consistent with "High Skills, High Wages," and look at whether we are also giving incentives to the partners that really do produce the results, and recognize that some local areas may not have the same priorities, such as health care. Ms. Ewing would like to have the local uses of the money align with their strategic plans. Mr. Jeffries asked if the Board has to make the decision about the use of the funds by June 27. Mr. Wilson said the Board should identify the intended uses by the end of June. Mr. Hale suggested that the uses of the funds should be focused and that healthcare does not have much money allocated to it in the budget so that would be a good challenge to address.

Customer Needs for Information on Job Openings – Focus Group Results

Mr. John Bauer presented background information to the Board on the purpose of the focus groups. The WTECB publications "Workforce Training Results" reports have consistently reported that some customers have unmet needs for information about job openings and job counseling. The Board asked staff to get more information on these unmet needs, and staff contracted with Washington State University (WSU) to conduct three focus groups in May 2003. It is important to note that the focus group participants are people who reported dissatisfaction and are not necessarily representative of all program participants.

Commissioner Mundy asked questions about the number of participants and noted that she is upset with this report. She believes the number of participants (15) is too small to be significant. Mr. Bauer responded that one purpose of the focus groups was to validate that respondents understood the survey questions as intended. Commissioner Mundy reiterated that she was upset about these findings and she will not accept this data. Commissioner Mundy also asked how much WSU was paid to do these focus groups. Mr. Bauer responded that the contract amount was for about $12,000. Ms. Ewing responded that the purpose of the focus groups was to better understand the issues that came out of the survey, but that it is not the same as a survey which is meant to have statistical reliability. Mr. Jeffries said that this could be interpreted as an indictment of the system when it is not. Ms. Saunders said that we do know that every survey over the last several years has found information about job openings and career counseling is the weakest area in all workforce programs. Mr. Hudson noted that perhaps the difficulty is with understanding the purpose of different research instruments – surveys vs. focus groups. Mr. Hudson did not read a negative indictment of the system into this report but understands how that could be an interpretation others could have. Commissioner Mundy asked when WTECB does things like this, how is the decision made, by the Interagency Committee, by the Board, or in other ways? Mr. Wilson responded that Board members requested this information and specifically suggested a focus group about a year ago. Board staff informed ESD staff that the focus groups were going to take place and requested any suggestions on conducting the groups. Mr. Pinzone said the information from the survey found that 23 percent of dislocated workers are not getting their needs met and it is critical to follow up on that. He does not know if focus groups are the answer but if you get an answer, even it is negative, you publish it. Mr. Bauer said that he would like to have had more people in these focus groups, but that it is significant that the results in all three groups are the same on these issues. Board members also discussed whether the participants had realistic expectations for job opening information.

Ms. Saunders observed that the purpose of the focus groups and this report is really to understand what survey respondents meant by their responses on lack of satisfaction with information on job openings and career counseling. The Board engaged in additional discussion about focus groups and the validity of qualitative data and sample size.

Customized Training Evaluation

Mr. Carl Wolfhagen shared the results of an evaluation of customized training programs in Washington State. The available data shows positive effects on participant earnings, but, he reported, some of the programs are so new that we do not have data on outcomes. The evaluation looked at the Job Skills Program, Skills Training for Incumbent Workers (Eastern Washington Agriculture and Food Processing), and Industries for the Future Skill Training. The sample size was not ideal, but the information is still useful and we will be able to see better data later on when we can get data for additional post-program quarters.

Securing Key Industries Leadership for Learning Skills (SKILLS) Panel s Update

Ms. Lund introduced Mr. Colin Conant, Executive Director of the Tacoma-Pierce County Workforce Development Council, who then introduced members of the Health Care Skills Panel: Ms. Jodi Smith, Multi-Care Health System, Ms. Lisa Morten, Franciscan Health System, Ms. Darcy Gibson, Good Samaritan Hospital, and Ms. Linda Nguyen, Tacoma-Pierce County Workforce Development Council. The panelists talked about how businesses benefit from their participation with the WDCs Skills Panel. Getting committed employers is the key and this skills panel is a kind of model that can work in any industry. Ms. Gibson noted that Good Samaritan has increased their incumbent worker training by partnering with the WDC. Ms. Morton added that the ability to leverage public and private funds has been very beneficial and they could not have done it without the WDCs support. Ms. Smith also indicated that they worked with the Department of Labor and Industries to create an apprenticeship program for Health Unit Coordinator. Ms. Saunders noted that this must be one of the fastest apprenticeship approval in history.

Other Business

Ms. Saunders recognized Ms. Ewing's contributions to the Board and presented her with a plaque in appreciation of her service. Ms. Ewing thanked all for the support and the opportunity to collaborate with Board Members. Ms. Ewing then asked Mr. Harrison to come up and she passed the Board gavel to him as the new Chair.

The meeting adjourned at 2:46 p.m.

Ellen O'Brien Saunders, Secretary

Ellen O'Brien Saunders

Washington State Workforce Training and Education Coordinating Board
SPECIAL MEETING/TELECONFERENCE

June 23, 2003

David Harrison, Chair, called the meeting to order at 11:05 a.m. at the Main Conference Room of the Workforce Training and Education Coordinating Board in Olympia, Washington. The following Board members and guests attended:

David Harrison, Board Chair
Rick Bender, Labor Representative
John McGinnis, Labor Representative
Geraldine Coleman, Business Representative
Gary Gallwas (Alternate for Sylvia Mundy), Employment Security Department (ESD)
Ross Wiggins, Employment Security Department (ESD)
Joe Pinzone, Business Representative
Beth Thew, Labor Representative
Rich Nafziger (Alternate for Earl Hale), State Board for Community and Technical Colleges (SBCTC)
Mike Hudson (Alternate for Don Brunell), Business Representative
Brian Jeffries (Alternate for Terry Bergeson), Superintendent of Public Instruction (OSPI)
Ellen O'Brien Saunders, Executive Director

Welcome and Introductions

Mr. David Harrison welcomed the Board members and guests to this special Board Meeting/Teleconference to review the Section 503 Incentive Grant Application, including the proposed application and motion for approval.

Section 503 Incentive Grant Briefing

Mr. Bryan Wilson, Workforce Board staff, reviewed for the Board the paper for the Section 503 Incentive Grant application. The Employment Security Department (ESD) has agreed to serve as the fiscal agent and will submit reports on the grant to the Department of Labor (DOL). Mr. Gary Gallwas confirmed Mr. Wilson's statement. The money will be allocated to local areas that have exceeded their performance targets. A State Review committee will approve local applications. Mr. Wilson stated that the grant will be used to address the shortage of health care workers, unless a local area demonstrates that this is not a priority issue in their area. Mr. Harrison asked Mr. Wilson to provide a brief history of the Workforce Investment Act Section 503 (WIA). This is the first year that our state has been eligible; last year we did not qualify. Sixteen states qualified this year.

<u>Motion 01-Special Meeting 06-03</u>

A motion was made by Mr. Mike Hudson to accept the Section 503 Incentive Grant application. Ms. Beth Thew seconded the motion.

Ms. Thew asked for clarification on what AEFLA stands for. Mr. Wilson responded it is the Adult Education and Family Literacy Act. Mr. Gallwas commented that the local councils should be consulted in the development of the local applications. Mr. Joe Pinzone agreed. Mr. Harrison suggested a language change that the "council must review, discuss, and approve the application." Mr. Pinzone emphasized that only local areas that have met or exceeded goals should receive funding. Mr. Wilson explained that we are waiting until all the data is in before determining which areas will receive funding. Mr. Wilson also noted that the cover letter will be changed to come from Ms. Ellen O'Brien Saunders and Commissioner Sylvia Mundy. Mr. Rich Nafziger questioned whether the funding will go to those who produced the results. Mr. Wilson confirmed that recommended options would be presented to and approved by the Board before the money is allocated. Mr. Harrison said staff would be working on these issues further.

Mr. Harrison asked for a vote on the motion as presented. The motion passed.

Mr. Harrison thanked the Board and participants, and the meeting was adjourned at 11:25 a.m.

Ellen O'Brien Saunders, Secretary

Ellen O'Brien Saunders

Washington State Workforce Training and Education Coordinating Board
Summary of Board Retreat
July 30-31, 2003

Mr. David Harrison opened the retreat and made introductions. The following board members and key staff were present:

PARTICIPANTS:

Board

Joe Pinzone – Business Representative
John McGinnis – Labor Representative
Rick Bender – Washington State Labor Council
Beth Thew, Spokane Regional Labor Council
Sylvia Mundy – Employment Security Department
Earl Hale – State Board for Community and Technical Colleges
Tony Lee, Fremont Public Association
David Harrison, WTECB Chair

Agency/Organization Staff and Guests

Mike Hudson – Association of Washington Business
Brian Jeffries – Office of Superintendent of Public Instruction
Patti Stoneman Lowe – Department of Social and Health Services/Vocational Rehabilitation
Debora Merle – Governor's Executive Policy Office
Gary Gallwas – Employment Security Department
Randy Loomans – Washington State Labor Council
Jeanne Gorrell – Senate Republican Caucus
Mark Usdane – League of Education Voters

WTECB Staff

Ellen O'Brien Saunders
Bryan Wilson
Pam Lund
Walt Wong
Tana Stenseng
Mary Reister
John Bauer

The meeting began at 9:30 a.m. on July 30, 2003, and Mr. Harrison stated the goals for the Retreat:

1. How can we do better with regard to communications

2. How can we do better with regard to working with the Legislature

3. Discuss WIA reauthorization issues

4. Take action on Section 503 Incentive Allocation Plan

Goals For the Next Two Years

1. Legislature and Governor to appreciate the value-added, understand, participate, and advance the workforce development agenda. Ideas for action:

   a. Communications Plan
   b. Targeted visits with key Legislators and WTECB members regarding WIA reauthorization and other issues
   c. Site visitations to Legislators (interim)
   d. ESD "Commissioners Fall Tour" Meetings – participation by Board members when appropriate

2. Increase employer and customer participation and satisfaction.

3. Continue momentum on workforce initiatives.

Future Board Meeting Topics

1. Design new partner and Board-engaging communications effort.

2. Research and data topics:

   a. Focus on corporate provided training
   b. Dropout/graduation rate and the role for WTECB
   c. New look at impact study research
   d. More deliberate communications around data/research findings

3. Presentation on system building assessment/partner assessment

Allocation Plan for Workforce Investment Act Section 503 Incentive Grant

<u>Motion 01 Retreat 07-03</u>

Commissioner Mundy moved and Ms. Beth Thew seconded a motion to adopt the resolution regarding the allocation of Section 503 Incentive Grant funds.

The Board then discussed the issue and concluded that the resolution be adopted with the understanding that there will be (1) clear communication to the system that the Board intends to increase the percentage of distribution based on performance; (2) the Board will determine future formula split later; (3) staff will prepare a packet to show performance and measures; and (4) all partners at the state level will give technical assistance to local areas.

The Board discussed the motion.

Motion 02 Retreat 07-03

Commissioner Mundy withdrew Motion 01 and made a new motion, seconded by Ms. Beth Thew, to consider the staff proposal with the four clarifications outlined above. The motion passed.

Follow Up Work

1. Communications strategy – conduct a meeting with partner agencies

2. Meetings with key legislators

3. Develop a legislative quick response system to respond to emerging and critical issues (e.g., reauthorization)

4. Topics for September 2003 Board Meeting:

    a. Board discussion of structural options for a communications plan and Board member participation.
    b. Higher Education Collaborative for Postsecondary Education report.
    c. Graduation rate and concerns on WASL without retesting process.

Retreat was adjourned at 10:45 a.m. on July 31, 2003.

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
PROPOSED YEAR 2004 MEETING SCHEDULE

The following dates and locations are proposed for the Workforce Training and Education Coordinating Board meetings for 2004 and have been identified after polling Board members. Standing meetings of other organizations (e.g., State Board for Community and Technical Colleges, State Board of Education, Association of Washington Business, Washington State Labor Council, etc.) have been accommodated to the extent possible.

WTECB 2004 MEETING DATES	LOCATION
January 29, 2004 (Thursday) *Board Meeting*	Olympia
March 25, 2004 (Thursday) *Board Meeting*	Olympia
May 12, 2004 (Wednesday) *Dinner with local workforce leaders* May 13, 2004 (Thursday) *Board Meeting*	Port Angeles
June 29, 2004 (Tuesday) *Dinner with local workforce leaders* June 30, 2004 (Wednesday) *Board Meeting*	Spokane
August 4, 2004 (Wednesday) *Retreat* August 5, 2004 (Thursday) *Retreat*	Ocean Shores
September 29, 2004 (Wednesday) *Board Dinner* September 30, 2004 (Thursday) *Board Meeting*	Yakima
November 17, 2004 (Wednesday) *Board Dinner* November 18, 2004 (Thursday) *Board Meeting*	Renton

Board Action Requested: Adopt the 2004 meeting calendar for the Workforce Training and Education Coordinating Board.

Workforce Training and Education Coordinating Board
Proposed Agenda Items – November 19, 2003

- Informal Dinner with Northwest WDC
- Federal Policy (WIA Reauthorization) Update, including advocacy and/or implementation
- Workforce Development Council Recertification Policy (A)
- Youth Council Institute and Workforce Strategies 2003 (D)
- Health Care Personnel Shortage Task Force Progress Report (Tent.)
- Joint Economic Vitality Cabinet Cluster Strategy, including Skills Panels (D)
- Graduation Rate Issue (A)
- WIA Local Targets (A)
- Agency Strategic Plan Development (D)

WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

SCHEDULE OF WORKFORCE DEVELOPMENT COUNCIL VISITS 2003

Workforce Development Council	Board Member or Representative	Dates Scheduled
Benton-Franklin		
Eastern Washington Partnership	Mike Hudson	
North Central	Rick Bender	11/14-15
Northwest	René Ewing	5/28 2:00 pm
Olympic		
Pacific Mountain	Joe Pinzone	5/1 noon
Seattle-King County	Sylvia Mundy	6/20 3:00 pm
Southwest Washington	Earl Hale	6/11 4:00 pm
Snohomish County	John McGinnis	
Spokane County	Brian Jeffries	9/9-10
Tacoma-Pierce County	Tony Lee	6/12 3:00 pm
Tri-County	Beth Thew	

"High Skills, High Wages: Washington's Strategic Plan for Workforce Development 2004" Workplan September 2003

State statutes require the Workforce Board to update the state strategic plan every two years. The plan was last updated in 2002. This paper outlines a proposed workplan for producing the 2004 plan.

The state strategic plan consists of five chapters that cover the economy; labor force demographics; the workforce development system; performance accountability; and goals, objectives and strategies for action. In 2002 the Board reviewed white papers on the economy and demographics, and updated the final chapter on goals, objectives, and strategies. Only this final chapter, "Our Agenda for Action," was published.

The workplan for 2004 is somewhat complicated by Workforce Investment Act (WIA) reauthorization. At this time we do not know when WIA will be reauthorized or exactly what the new Act will contain. Most aspects of "High Skills, High Wages," however, are at a sufficiently high level that most of the plan should not be affected by reauthorization.

The part of the plan that probably will be affected is the performance accountability chapter. This chapter has not been updated since 2000, except to modify targets for WIA Title I-B. During reauthorization Congress is likely to change the required performance indicators for WIA Title I-B and perhaps WIA Title II (Adult Education and Family Literacy). While Congressional action might be completed this year, it might take the Department of Labor some time to issue guidance interpreting Congressional action. And to complicate matters further, Perkins is likely to be reauthorized next year, with changes in the performance measures for Perkins.

Board staff received input from the Workforce Development Council (WDC) directors and the Interagency Committee on this workplan.

Workplan

Ongoing: Workforce Board staff review the workforce development literature for new ideas and new data.

October: Paper on the changing labor force completed for the conference.

November - January: The WDC directors assign a committee to work on the plan update with the Board and the WDC's Interagency Committee representative. Board staff review WDC strategic plans and add or refine state-level objectives and strategies for the update. Board staff reconvene the workgroups from 2000 and 2002 electronically for the purpose of providing input. These workgroups were on youth, target populations and the four goals in the plan. Depending on progress on WIA reauthorization, the Performance Management for Continuous Improvement workgroup begins to review the accountability chapter for the update.

January: Board is presented initial ideas to update "Our Agenda for Action" from Board staff and probably guests. Staff paper completed on the current state of Washington's economy and the implications for workforce development.

March: Board staff writes first draft of update. Interagency Committee and WDC Committee reviews first draft and provide feedback. Board discusses draft at March meeting and approves a draft for purpose of public review.

April: Draft plan is widely shared electronically and presented at two or more public meetings in order to receive comments.

May: Board staff prepares final draft. Interagency Committee and WDC Committee reviews final draft.

June: Board adopts the 2004 state plan.

July – September: Plan published/distributed in various formats/media.

WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATON COORDINATING BOARD
MEETING NO. 93
SEPTEMBER 30, 2003

WORKFORCE INVESTMENT ACT REAUTHORIZATION COMPARISON OF SENATE DRAFT 5, H.R. 1261 AND POSITIONS ADVOCATED BY WASHINGTON STATE

In April 2002, the Workforce Training and Education Coordinating Board prepared a paper on Washington State's position regarding WIA reauthorization (see Governor Locke's sample letter and Enclosure A). This paper reflects consensus positions held by state and local stakeholders. This paper compares positions advocated by Washington and the pertinent provisions in the 5th draft prepared by Senate staff and H.R. 1261 as passed by the United States House of Representatives.

One-Stop Funding

WA: There should be line-item funding for the one-stop career development system that does not diminish resources for partner program services.

S Draft 5: The local board, chief elected official, and one-stop partners may agree to a cost-sharing arrangement in a memorandum of understanding by July 1, 2004; otherwise, the governor will determine a portion of funds to be reallocated from each mandatory one-stop partners' administrative funds to pay for one-stop infrastructure.

H.R. 1261: The governor will determine a portion of funds to be reallocated from each mandatory one-stop partners' administrative funds to pay for one-stop infrastructure.

In-School Youth

WA: WIA should continue to serve in-school youth.

S Draft 5: Up to 60 percent of youth funds may be used for in-school youth.

H.R. 1261: Thirty percent of youth funds may be used for in-school youth, in non-school settings. Of note, the eligibility criteria age for out-of-school youth is raised from 21 years of age to 24.

Employer Services

WA: Language should be added to WIA facilitating the provision of employer services, including incumbent worker training and industry skill panels.

S Draft 5: States may use 15 percent funds for statewide activities for employer services including: incumbent worker training, sectoral and cluster strategies, and regional skills alliances. Local plans must include strategies to serve employers which may include sector and cluster strategies, and use of business intermediaries. Local areas may use up to 10 percent of their adult funds to carry out incumbent worker training. Local areas must have a business liaison.

H.R. 1261: Local areas may use up to 10 percent of their adult funds to carry out incumbent worker training. Local areas must have a business liaison.

Performance Measures

WA: There should be common performance measures for workforce development programs, and the measures, definitions, and methodology should work meaningfully and equitably for all the programs covered by the measures.

S Draft 5: Changes the adult earnings measure to a earnings change measure. Eliminates the youth retention measure. Changes youth skill attainment measure to a measure of literacy and numeracy only. As a result, the indicators for adults are: entered employment, employment retention, earnings change, and credential rate among those that entered employment. The indicators for youth are: entered employment or education, credential attainment, and numeracy and literacy gains. Customer satisfaction of participants and employers continue to be indicators. Directs the Department of Labor to use the same indicators for all Department programs, unless inconsistent with the programs' authorizing statutes.

H.R. 1261: Creates common indicators for the consolidated adult funding stream (currently Title I adults, Title I dislocated workers, and Title III Wagner Peyser activities). The common indicators for adults are: entered employment, employment retention, earnings increase, and efficiency. The indicators for youth are: entered employment or education, credential attainment, numeracy and literacy gains, and efficiency. Eliminates the customer satisfaction indicators. Identifies three core indicators for Title II (Adult Literacy) that are similar to but different than three of the common indicators for adults, with no indicator of efficiency. Does not amend the current performance indicators for Vocational Rehabilitation.

Performance Targets

WA: There should be consistent methodology for measuring performance and setting performance targets across states and for taking into account differences in economic conditions and participant demographics. This is especially important should the Act include incentive awards tied to performance.

S Draft 5: Performance targets must use statistical methods to adjust for economic conditions and participant demographics. Repeals incentive awards based upon performance in three programs (WIA Titles I, II and Perkins). Authorizes state and local incentive awards for WIA Title I-B, including awards for meeting or exceeding performance targets, performance in serving hard to serve populations, coordinating multiple programs as a system, expanding access to training, and implementing innovative business and economic development initiatives. Codifies Department practice that failure means falling below 80 percent of target on any one performance indicator for two years in a row.

H.R. 1261: Inserts new language regarding the setting of state and local performance that says that the targets shall be "adjusted" based on economic conditions and participant demographics such as unemployment rates and disability status. Repeals incentive awards based upon performance in three programs (WIA Titles I, II and Perkins). Authorizes separate incentive awards for WIA Title I and II. Authorizes the Departments of Labor and Education to consider service to and outcomes for special populations in making incentive awards.

Eligible Training Provider List

WA: Governors should have flexibility to determine the performance criteria for training programs on the state's eligible training provider list (ETP).

S Draft 5: Grants Governors flexibility to determine performance criteria for training programs on the state's eligible training provider list (ETPL). Grants automatic eligibility to apprenticeship programs.

H.R. 1261: Grants Governors flexibility to determine performance criteria for training programs on the state's ETPL.

Training Capacity

WA: WIA should clearly offer local boards the ability to contract to expand capacity in a training program on a state's ETP list that would otherwise be unavailable to WIA participants with Individual Training Accounts (ITAs) due to student demand exceeding capacity.

S Draft 5: Local boards may contract with an institution of higher education for training in high-demand occupations if such contract does not limit customer choice. States may use 15 percent funds for statewide activities to provide expanded access to education and training services.

H.R. 1261: Not addressed.

State and Local Boards

WA: WIA should grant states and local areas greater flexibility to have board memberships that meet their needs, while still requiring a private sector majority and input from all appropriate stakeholders. WIA should permit states and local areas to maintain and improve upon board membership structures that were in existence prior to the establishment of WIA. WIA should not require that representatives of all one-stop partner programs be members of state or local boards.

WA: State boards should continue to provide a voice for the business and labor customers in strategic planning for the workforce development system.

S Draft 5

State Boards: Permits the state to continue to grandfather in pre-existing state board membership structures. If a state fails to meet the performance targets for WIA title I-B, the Secretary of Labor may require the state to establish a state board with the membership specified in the Act (see H.R. 1261 below).

Adds to the functions of the state board the development of procedures and criteria for use by local boards in assessing the effectiveness and continuous improvement of one-stop centers, policy for the allocation of one-stop infrastructure funds, and dissemination of information on best practices for one-stop centers. Unlike H.R. 1261, the state board would not certify one-stop centers. Local boards would certify one-stop centers based upon the criteria developed by the state board.

Local boards: Repeals the ability to use a pre-existing membership structure (such as a private industry council) for the local board, unless that structure was in state statute as of August 7, 1998. (In Washington, local board membership has not been in state statute.) Local boards must include a majority of business representatives, representatives of labor, a school district representative, a higher education institution representative, an administrator of adult education and literacy, representatives of community-based organizations, representatives of economic development agencies, and representatives of youth providers if the local area does not establish a youth council. Deletes the required membership of mandatory one-stop partner programs (e.g., the Employment Service).

The planning cycle for state and local plans is changed from 5 years to 4, with a 2-year review of economic conditions and whether changes require a modification of the plan.

Deletes the requirement to have youth councils. Local areas may establish advisory councils of one-stop partner programs.

H.R. 1261

State Boards: Repeals the ability to grandfather in a pre-existing state board membership structure. Based upon the required membership in H.R. 1261, the current Washington State Workforce Board would need to expand to include the Governor; four legislators; the Department of Community, Trade and Economic Development; local elected officials; the Department of Social and Health Services; the Division of Vocational Rehabilitation; a representative of tribal programs; a representative of the Job Corps, and 15 more business members. This would change the number of voting members from 9 to 35 (if none of the current members in state statute were dropped). Also, the chair would need to be a business representative.

The role of the state board expands to include advising the governor on the allocation of partner program funds to support one-stop career development centers, and the certification of centers that are eligible to receive these inter-agency funds.

Local boards: The bill repeals the ability to use a pre-existing membership structure (such as a private industry council) as the local board. The bill deletes the previous rule that each one-stop partner be represented on their boards, but adds presidents of community colleges, school superintendents, and faith-based organizations as required local board members. Continues required membership of labor, economic development agencies, and community-based organizations.

State and local boards would be required to update their plans every two years, rather than every five.

Deletes the requirement to have youth councils. Local areas may establish advisory councils of one-stop partner programs.

Other features of S Draft 5 and H.R. 1261 beyond those addressed in Washington's Consensus Position Paper

- ***S Draft 5:*** Maintains existing funding streams.

- ***H.R. 1261:*** Consolidates the existing adult, dislocated worker, and Wagner-Peyser funding streams into one block grant to states. The formula for allocation of this consolidated adult funding stream is revised to create a two-part formula, meant to better reflect the populations to be served, and to minimize fluctuations in allocations of funds to states. A hold-harmless provision ensures that each state will receive at least what the state would have received under current formulas for the three adult programs.

- ***H.R. 1261:*** The Employment Service would not be a separate program, and services could be provided by non-state employees at one-stop centers. Local boards would have oversight role for services provided through one-stop centers.

- ***H.R. 1261:*** Governance of the consolidated adult funding stream would be split 50/50 between states and local areas, with half of the amount at the state level required to be used for the provision of core services at the local level.

- ***S Draft 5 and H.R. 1261:*** Temporary Assistance to Needy Families (TANF) would become a mandatory partner in the one-stop system, unless the Governor notifies the Secretaries of Labor and Health and Human Services that the program should not be included in their state.

- ***S Draft 5 and H.R.1261:*** Governors would *not* have a state option to apply for broad block grant authority with great discretion in administering Title I programs under WIA (as proposed by the Administration).

- ***H.R. 1261:*** Authorizes funding of faith-based organizations that use religious criteria in employment decisions.

INTEGRATED PERFORMANCE INFORMATION (IPI)

Integrated Performance Information for Workforce Development System Planning, Oversight and Management

August 2003

Ellen O'Brien Saunders, Executive Director

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INTEGRATED PERFORMANCE INFORMATION (IPI)
Integrated Performance Information for Workforce Development System Planning, Oversight and Management

Purpose: The purpose of this project is to provide the Department of Labor (DOL) with input from the states on what is required to support integrated information on the results of workforce investment programs and the One-Stop system. Examples of integrated information on results include but are not limited to: outcome measures that apply across multiple workforce development programs; measures of the performance of One-Stop Centers and the One-Stop system; other measures of the shared results of workforce investment programs that are attributable to the combined effects of multiple programs; and training provider results reported to meet the requirements of multiple programs.

Grant Specifications: In order to accomplish the stated purpose of this grant, the Washington State Workforce Training and Education Coordinating Board (Workforce Board) will schedule, organize, logistically support, and participate in discussion forums with states, national associations, scholarly experts, and other relevant stakeholders in order to:

- Identify the types of information on performance results required by state policy-makers, planners, and program administrators in order to better achieve their goals for workforce development;
- Identify the basic standards for data, data systems, and reports necessary to provide the required performance information;
- Identify policy, legal, administrative, and technical issues in establishing the necessary data and reporting systems;
- Identify options for addressing the policy, legal, administrative, and technical issues and identify the level of support among states and other stakeholders for the options (or option when there is a consensus); and,
- Provide advice to DOL on implementation issues related to integrated performance results information; for example, implementation issues regarding common performance measures across workforce development programs.

The discussion forums may take place in various forms; for example, academies, institutes, conferences, and other types of meetings both in person and using distance technology. The discussions among states may at times take place among a small group of leading edge states, or at other times, among a broader group of states.

The Workforce Board will report to DOL, describing the process, the content of the discussion, and any conclusions or findings. The Workforce Board will also prepare technical assistance materials describing options for supporting integrated information on performance results for use by states and other interested parties (examples of such materials include PowerPoint presentations, brochures, fact sheets, and CD-ROMs).

INTEGRATED PERFORMANCE INFORMATION (IPI)

Integrated Performance Information for Workforce Development System Planning, Oversight and Management

Short Description: Washington State Workforce Training and Education Coordinating Board will develop and disseminate a blueprint for integrated information on performance results by working with a core group of state teams and consultants and obtaining feedback from a broader audience of states and other stakeholders. Sponsorship by the U.S. Department of Labor (DOL).

A. Project Beginning (July 2003 – November 2003)

1. Develop Work Plan: Ellen O'Brien Saunders and Bryan Wilson
    a. Draft Work Plan (Bryan in July)
    b. Determine requirements for procuring contractors (Walt Wong and/or Martin McCallum in August)
        Research with DOL regarding protocols for procuring contractors
        What are the requirements for competitive procurement?
        At what point can potential contractors be brought into the process?
    c. Discuss Work Plan with David Harrison* (Ellen and Bryan in August)
    d. Discuss Work Plan with DOL, National Governor's Association, Oregon, Texas, Florida and Washington partner programs (Ellen and Bryan in September)
        Are these the right topics?
        Are these the right tasks?
        Who should be the core states?
        Who should be on core state teams?
        Who should be the consultants/contractors?
        Are the budget estimates accurate?)
        Are the timelines realistic?

2. Finalize Work Plan (Ellen and Bryan in consultation with David Harrison and DOL in September) and present to Board September 30, 2003.

3. Identify and Invite Core States (Ellen in September/October).

    Core States: Washington, Oregon, Texas, Florida, plus two or so additional states identified in discussions in 1d.

4. Procure Consultants (Bryan and Martin in late September/early October), including telecom Bidders' Conference if necessary.

5. Organize Initial Meeting of Core States (Contractor in October)

6. Identify and Invite Washington State team (Ellen and Bryan in late September/early October)

7. Hold meetings of Washington State team (to prepare for the first meetings of the core states) (October to November)
   Washington State policy, performance measurement, and technical teams will meet to discuss the work ahead and to reconfirm state's performance measurement system.

B. Core State Meetings (December 2003 – May 2004)

There will be four Core State team meetings. At each meeting teams representing a cross section of workforce development programs will identify the major shared performance information issues, options for addressing the issues, and steps for implementing the options. Each meeting will be informed by a consultant paper and by examples from Washington and other states. Each meeting will be facilitated. A product from each meeting will be a preliminary report containing the issues, options, and implementation steps identified during the meeting. The paper will be produced by the consultant(s) under the supervision of Washington.

1. Core States 1st Meeting: Policy Teams (First Week of January 2004)

Meeting of **policy makers and program administrators** for the purpose of identifying the basic policy needs and issues regarding performance information across workforce development programs.

State Policy Teams (7 to 8 members): Governor's Office, State WIB, State WIA administrative agency, State employment service administrative agency, State agencies responsible for community colleges and secondary career and technical education, State agency responsible for TANF, legislators, local WIB. Governor's Office representatives should be from policy and/or budget shops. Agency representative should be individual with lead management responsibility for the relevant program(s). Legislators should be relevant committee chairs.

Consultants: TBD

First Meeting Topic: The Policy Needs for Integrated Performance Information

What performance information is needed by policy makers? Program Administrators? Program Managers? What are the performance questions that each needs information to answer?

What information needs to be consistent across programs, and what does not?

What are the non-technical barriers to providing the information?

What enables these barriers to be overcome and the information provided? (e.g., governance, statutes, other policies, inter-agency processes)

What doable steps get you there? Under what conditions?

Meeting Materials

Consultant paper on meeting topic
Examples from Washington and other states, including illustrations of the possibilities; e.g., Washington's Workforce Training Results, Washington consumer report system, Florida shared information system.

2. **Core States 2nd Meeting: Performance Measurement Teams (February 2004)**
Meeting of lead **performance management staff** for the purpose of identifying performance information, data, and reports required to meet the needs and issues identified by policy makers and program administrators.

State Performance Measurement Teams: State WIB, State WIA I administrative agency, State employment service agency, State agency responsible for community colleges, State agency responsible for TANF, local WIB, local college. Team members should be individuals with lead performance measurement responsibility for the relevant program(s).

Consultants: TBD

Second Meeting Topic: Measurement Systems for Producing Integrated Performance Information. Given the Policy Needs and Issues identified in the first meeting, what performance measurement systems provide the information?

What types of performance measures are needed by policy makers? Program Administrators? Program Managers?
What types of data and reports are required to produce these measures?
What types of data systems are required to provide the data and reports?
What are the obstacles to providing the data and reports?
What are the options for providing the data and reports, including the steps for getting there?
What policy issues need to be referred to the policy teams?
What technical issues need to be referred to the technical teams?

Meeting Materials

Consultant paper on meeting topic based on paper and discussion in Meeting One
Examples from Washington and other states

3. **Core States 3rd Meeting: Technical Teams (April 2004)**

Meeting of **lead technical staff** for the purpose of identifying technical options for producing the data and reports identified in the second meeting.

State Technical Teams: State PACIA for WIA Title I and Employment Service, State UI agency, State agency responsible for community colleges, State agency responsible for TANF, local WIB, local college. Team members should be individuals who run data and reporting systems for the relevant program(s).

Consultants: TBD

Third Meeting Topic: Technical Options for Producing Data and Reports for Integrated Performance Information

Given the requirements identified in the second meeting, what are the technical options for producing the data and reports?
What are the options for sharing data across programs?
What are the options for producing integrated reports across programs?
What are the technical issues that need to be resolved and how have states resolved these issues? What have been the steps to get to resolution?
What are the implementation steps?
What are the policy, legal, administrative issues that need to be referred to the policy teams?

Meeting Materials

Consultant paper on meeting topic
Examples from Washington, Florida and other states

4. Core States 4th Meeting: Policy Teams (June 2004)

Meeting of **Policy Teams** for the purpose of identifying options for resolving the policy issues identified during the 2nd and 3rd meetings.

State Policy Teams (Same members as in Meeting One)

Consultants: TBD

4th Meeting Topic: Options for resolving the policy, legal, and administrative issues identified by the performance measurement and technical teams.

Meeting Materials

Consultant paper on meeting topic
Examples from Washington and other states

C. Sharing Information With a Broader Audience and End Products (June 2004 – December 2004)

Draft Blueprint (June – August 2004)

Working with consultants, WA will produce a draft Blueprint for States. The Blueprint will be a comprehensive guide to implementing integrated performance results information for workforce development programs. The Blueprint will contain options for state systems and steps for putting the options in place (policy, administrative, technical), including analysis of the situations in which each option is most applicable (e.g., under which governance structures), and illustrations of where options are currently in place. The Blueprint may be structured into three parts: policy and administration, performance measurement systems, technical issues.

Feedback on Draft Blueprint (September 2004)

WA will share the draft Blueprint with the Core State teams, the consultants, and the other stakeholders in order to get feedback. WA will also share the draft Blueprint with some non-core states in order to get their feedback

Finalize Blueprint (October 2004)

Working with consultants, WA will produce the final Blueprint (multiple formats).

Sharing of Blueprint (November – December 2004 and beyond)

Working with DOL and national organizations such as NGA, NASWA, and NAWB, etc., WA and the other Core States will disseminate the Blueprint in a variety of formats and forums.

GOVERNOR'S AWARD FOR QUALITY AND PERFORMANCE
Application Cover Page

Project or Team: Business Practice Improvement (BPI Team) **(Lead) Agency:** Workforce Training & Education Coordinating Board

Other agencies participating (if any): Department of Information Services

Partner organizations (outside of state government, if any) Private Vocational School Advisory Committee, Washington Federation of Private Career Schools and Colleges, Brewer Consulting Services

Contact Person: Walt Wong **Email:** wwong@wtb.wa.gov **Phone:** 360-753-5676 **MS:** 43105

Internal Quality Consultant: Patricia Spencer **Email:** pspencer@wtb.wa.gov **Ph:**360-586-8778 **MS:** 43105
Team members (by agency or organization) *The team member names will appear on any plaques/certificates presented to the team. Please make sure all the team members are included and their names are spelled correctly*

'cita Waller, Lee Williams, Peggy Rudolph, Robert Hinsch, Walt Wong

Send completed application to:
Mary Campbell
Special Assistant for Quality and Performance
Office of the Governor
PO Box 42460
Olympia, WA 98504-2460

Part 1: Why did you do this project?

Executive Summary: In 200 words or less, describe the project, including the problem, the solution applied and the results. This description will be used to promote the project if it is selected as a finalist. (No points applied)

The Workforce Board licenses more that 250 private career schools and colleges each year. For the past 30 years, the licensing process has been tedious and time-consuming for both the schools and the agency. School owners and administrators complained that the many forms were cumbersome and repetitive. Staff spent far too much time photocopying existing data, attaching new forms to send to the schools, manually entering information into a database, calling schools for clarification, and filing incoming hardcopy materials.

Could we improve our internal processes to avoid delays and license extensions? Could we be more customer-friendly while still providing consumer protection? Why didn't we use technology? The agency's team reflected on these questions and the need to improve administration of the Private Vocation Schools Act. With the support of the Washington Federation of Private Career Schools and Colleges and the Private Vocational School Advisory Committee, they designed a web-based licensing process, resulting in combined savings for the schools and this small agency of approximately $31,000 per annum.

A. STRATEGIC IMPACT: Briefly explain the problem, how it was identified, the impact it was having, its relevance to the agency mission, and the reason it was chosen as a project. Provide relevant baseline data.

Pts	Criteria	

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0 No evidence provided as to why the project was selected or its relevance to the agency mission. "We just knew what we were trying to do."
1 Anecdotal evidence of problems (or need) led to project selection. "People told us it was a problem." Team had an objective that was explicitly agreed to among all members.
2 Surveys, frequency data, research, or other analysis indicated that there would be benefit to agency staff, customers, citizens or stakeholders if the problem were addressed. Team had a clear objective and performance measure related to an agency goal.
3 Project was selected in response to a need or problem, using a process of analysis that included the use of surveys, frequency data, research or other analysis. Team had a formal objective related to an agency goal, as well as performance measures and baseline data.
4 Project selected in response to a need or problem, using a fully integrated data system and decision-making tools. Team had a formal objective related to an agency goal, and the decision to address this problem was based on an informed decision-making process that considered the relative importance and priorities in agency goals. The team had a performance measure and baseline data, and used benchmarking or other best practices to establish a target.
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The Workforce Training and Education Coordinating Board is responsible for licensing the more than 250 private career schools each year which have an annual enrollment of over 32,000 students. Since the enactment of the private vocational school statute in 1986, licensing has been a laborious task, requiring institutions to fill out, and resubmit annually, up to 11 separate licensing forms in addition to filing any changes in curriculum, faculty, tuition/fees, catalogs, and enrollment contracts as they occur between license renewals.

For the agency, the licensing process entailed reviewing multi-paged documents, entering new information into a database, and then filing the hard copy information, catalogs, etc. into individual school files. As a result, the agency had processing and filing backlogs, in some cases of up to a year. Frequently, the agency extended an institution's license beyond its expiration date, because staff had not had time to complete the renewal process. This practice put the agency and the schools at risk because there was no statutory authority to extend licenses

The agency decided to review its process for several reasons:
(a) Customer service is an explicit agency goal.
(b) Schools felt the process was labor-intensive and duplicative in nature.
(c) The number of licensed schools was increasing at the same time licensing staff was reduced from 3.3 to 1.75 FTEs (almost 50 percent).
(d) The Internet was becoming an acceptable way to do business; it was an integral part of our work and personal lives, and staff thought it had potential for this use.

The private school staff surveyed customers about their views of using a web-based solution; 77 percent of the respondents indicated they would be interested in a web-based licensing system. Staff also sought advice from the Private Vocational School Advisory Committee and the Washington Federation of Private Career Schools and Colleges to understand key issues, including concerns about privacy. Both partner groups encouraged the agency to streamline the licensing process and move it online.
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Part 2: How did you do it?

B. EMPLOYEE INVOLVEMENT: Describe who was on the project team, and the basis for selecting them.

Pts	Criteria
0	**Ad hoc assembly of interested volunteers.**
1	Team members were chosen based on **workload availability and relevance to work.**
2	In addition to 2 above, **internal stakeholder input was considered or they were included in the team.**
3	In addition to 3 above, **input from suppliers, partners, customers and stakeholders** were also **considered or they were on the team.**
4	Team was selected based on defined **standardized agency process** that assures **representation of appropriate internal/external suppliers, partners and customers, as well as needed skills, aptitudes, knowledge and styles.**

Collaboration is the cornerstone, the bedrock upon which the agency functions. This project was no exception. Agency staff brought their own program management expertise to the solution, and added to it by collaborating with the agency's information technology systems specialist as well as the Department of Information Services and an outside vendor:

- One quality improvement team leader - for guidance on quality improvement processes.
- Two licensing managers – an in-depth understanding of both the licensing process and the administrative and executive functions of the various institutions.
- One administrative assistant – the issues faced daily: everything from answering 'how to' questions and obtaining missing information to inputting data, filing, photocopying and mailing new application packets.
- One information technology specialist - an awareness of what the agency's web site was capable of, and how it could be expanded without adversely affecting the overall system.
- One outside vendor - the expertise to build a web-based licensing system.
- Agency management – encouragement, support, commitment, and the ability to 'think-outside-the-box'.

C. CUSTOMER FOCUS: Describe how you involved customers/stakeholders in defining the project, identifying and testing potential solutions, evaluating the result and building support during implementation. Attach relevant survey data or other customer feedback.

Pts	Criteria
0	Team **did not solicit or use customer input** in any stage of the project Team did not attempt to bring other stakeholders on board
1	Team considered **anecdotal customer feedback** in project selection Team **responded to questions and concerns from customers or stakeholders as they came up**
2	Team reviewed **existing customer requirement data** to determine the need for the project. As the project evolved, team **anticipated potential areas of resistance,** as well as potential mitigation measures, and **addressed them with relevant stakeholders in advance.**
3	Team **solicited customer input to define the problem, as well as the possible solution(s).** As the project evolved, team **identified potential benefits** for stakeholders from the project and **communicated both benefits and mitigating measures to the appropriate stakeholders.** Team **solicited feedback from stakeholders as project progressed**
4	Team **specifically sought customer input, suggestions and feedback** related to the identified problem and possible solutions. Team **developed and implemented a communication plan** for proactively communicating to stakeholders about the work in progress. Team **solicited feedback from customers on completion of the project.**

The customer has been the primary focus, from the project's inception to its current state. After hearing of numerous concerns about the licensing process - the length of time it took to complete and the agency to approve – the agency's staff decided to change the way it did business. Further motivated by a desire to be less bureaucratic and more web savvy, the staff came up with a list of possible efficiencies. To verify their findings, they surveyed all licensed institutions. Seventy-seven percent of those that responded were in favor of moving the licensing process online. With encouragement from the Washington Federation of Private Career Schools and the Private Vocational School Advisory Committee, the project team began developing a new online licensing process. When completed, they piloted it at 12 institutions with both school staff and executives using the new tools and providing feedback. After program adjustments, the team conducted training at various sites around the state before launching the new process in Spring 2002. The process is now fully implemented.

D. PROBLEM ANALYSIS: Describe the data used to understand the problem, identify its causes and prioritize them for solution. Attach relevant flow charts, cause and effect diagrams, process data, or other information used.

Pts	Criteria
0	No potential root causes identified, and no process was used to narrow potential causes of the problem to root cause. Team went **from problem identification to solution(s)**
1	Team **identified potential causes by assumptions, brainstorming, fishbone or other intuitive tools,** and narrowed list through group processes or consensus.
2	Team **used process data to identify potential causes,** and **narrowed the list to root causes by using decision-making tools** and basic data analysis
3	Team used **statistical tools (run charts, statistical analysis) to identify potential causes,** and sought additional data as needed to support decision-making process.
4	Team used a **data-driven process** to narrow the problem down to the root cause or primary issue. **Team tested assumptions and conclusions using additional research or data** gathering.

To fully understand its problem, agency staff first made a list of its business processes, including the forms that supported those processes. They then examined the forms, checking each section to determine if it was a statutory requirement, and removed those not required. This resulted in a reconstructed list of processes that reflected only those which are statutorily mandated. Staff then developed a matrix of those remaining business processes and necessary forms and brainstormed ways to further streamline them, identifying potential savings in time and/or money. Staff invited its more than 200 customers to a work session and asked them for feedback on the matrix. The Washington Federation of Private Career Schools and Colleges and the Private Vocational School Advisory Committee also provided feedback on the proposed efficiencies and identified additional areas where they believed staff could make improvements.

E. SOLUTION EVALUATION: Describe how you used data to identify and evaluate potential solutions. Describe how you tested the solution you chose and evaluated its effectiveness during implementation. Attach relevant test data.

Pts	Criteria
0	Team chose and implemented **a solution(s) without considering alternatives and with no plan for evaluating impact**
1	Team **identified options for solution by assumptions, brainstorming, or other intuitive tools**, and narrowed the list through consensus or other group process tools. Team chose a solution and implemented it with **some consideration given to downstream impact**
2	Team **used process data to identify potential causes**, and **narrowed the list to root causes by using decision-making tools and basic data analysis** Team communicated with and **involved managers, customers, partners and suppliers in the implementation** of the chosen option
3	Team **used process data to identify potential causes**, and **narrowed the list to root causes by using decision-making tools and basic data analysis.** Team developed an **implementation plan, as well as a system to measure and monitor the results**, before the implementation.
4	Team used **process data to identify potential causes**, and **narrowed the list to root causes by using decision-making tools and basic data analysis.** Team developed an **implementation plan**, as well as a system to **measure and monitor the results,** before the implementation. Team implementation plan included **provisions for monitoring, training, contingencies, documentation and standardization of processes**

This entire business practice exercise resulted in a recommendation by staff to move the licensing function on-line. Because many of the institutions were hesitant about transferring often sensitive information electronically, the team decided on a phased implementation approach:

Phase 1: Put the revised licensing forms, purged of redundant information, on the agency's web site so that schools, as a first step, could download, complete, and mail them to the agency. (March 2000)

Phase 2: Make it possible for schools to complete the forms on-line and transmit them to the agency. (March 2001)

Phase 3: Convert all paper files to electronic files and gear up for full online applications for license renewals. They piloted Phase 3 at 12 schools whose licenses were up for renewal March 1, 2002, providing each with a logon ID and password. Each institution was able to access its files via the agency's website, update any information that had changed since it last renewed its license and submit the changes electronically. License information now goes automatically into the database, thus saving staff time that was previously spent manually keying in the transmitted information.

Part 3: What results did you get? Show your results in a way that communicates the impact of the work the team did in an easily understandable way. You must have significant, measurable, sustainable results in at least two areas to become a finalist for the governor's award.

F. Show how the solution improved the BENEFIT PROVIDED TO THE PUBLIC.

Pts	Criteria

Pts	Criteria	
0	**No improvement** to public benefit or value was identified.	The number of schools/colleges using the online system has increased steadily since the project's launch and currently over 60 percent use either all or part of it to complete their licensing requirements. Staff is working toward full utilization of the online submittal system for all schools. Institutions find it easier, less repetitive, and three times faster. "It is fantastic," said one private college admissions executive. "It's a great innovation," said another, adding that the whole process is "very economical." Yet another said, "A BIG thank you! It's extremely easy to do. I can't tell you how wonderful it is to have this program online." The licensed community (250 schools and colleges representing over 32,000 students) is clearly taking advantage of this business practice improvement opportunity. In a world of compliance requirements, each opportunity for transacting business with the state that can be less cumbersome, time sensitive, easy to use, and result in overall savings of resources is of immense value. These schools and colleges can now focus greater attention on meeting the needs of their students and providing quality education and training. Agency staff anticipate sharing this project with other Washington state agencies involved in licensing schools (WA Department of Licensing and the Higher Education Coordinating Board) and our colleagues from other states who perform the same licensing function as we do. The capacity to replicate this project and ultimately save precious resources of other agencies and other states is immense.
2	Minimal public benefit or value was identified – the benefit was of **limited duration, or affected a relatively narrow constituency.**	
4	Project resulted in a **one-time public benefit to a significant constituency, or an ongoing benefit to a small group.**	
6	Project resulted in the establishment of **significant ongoing benefit to a large constituency.** The standards have been **documented and incorporated as "the new way to do business"** to ensure sustainability.	
8	Project resulted in the establishment of **significant best practices with ongoing benefit to the general public** and **significantly advanced the agency's ability** to provide public benefit in the future. The standards have been **documented and incorporated as "the new way to do business"** to ensure sustainability.	

G. Show how the solution improved service to CUSTOMERS (the direct recipients of an agency service or product).

Pts	Criteria	

Pts	Criteria	
0	**No improvement in customer service.**	The new licensing process greatly improved service to the agency's direct customers, the private career colleges. Not only have the schools/colleges been encouraged to use e-commerce (something they specifically requested), but they also streamlined their own administrative operations, making it easier and less time-consuming for them to do business with the State. Institutions no longer must keep paper copies of the licensing forms they submit to the agency; they merely logon with a password and review, on screen, the most current information the agency has about their financial operations, program offerings, faculty, and facilities. If a change is necessary, they make it instantaneously and submit it for approval via the web. In addition, they can make changes when they occur and not be forced to wait until year-end to do it all at once. By expending fewer resources on administrative functions, schools have more time to devote to the business of education.
2	The improvement was of **limited duration, or affected a relatively narrow customer pool.**	
4	**One-time improvement in service to a significant customer.**	
5	**Adoption of significantly improved customer service standards, policies, procedures, products or processes** for some **agency customer group.** The standards have been **documented and incorporated** as "the new way to do business" to ensure sustainability.	
6	**Adoption of significantly improved customer service standards, policies, procedures, products or processes** for a **MAJOR agency customer group.** Standards have been **documented and incorporated** as "the new way to do business" to ensure sustainability.	
7	**Introduction of best practices in customer service, which significantly advanced the agency's ability to provide service to some customer group in the future. Improvements are transferable or replicable in other agencies or organizations.**	
8	**Introduction of best practices in customer service, which significantly advanced the agency's ability to provide service to a MAJOR agency customer group in the future. Improvements are transferable or replicable in other agencies or organizations.**	

H. Show how the project REDUCED COSTS or INCREASED REVENUE for the agency or its stakeholders?

Pts	Criteria	
0	**No cost savings or additional revenue** identified.	Both the agency and its customers reduced costs. Those schools able to quantify their savings indicate they now apply for a license renewal online in about 30 minutes – a process that used to take three times longer. At the agency level, the online licensing system has reduced clerical time by approximately 500 hours. This equates to a savings of approximately .25 FTE, or $11,100 per annum including benefits, which is significant considering the staffing level for the entire licensing function is only 1.75 FTE. The agency also saves approximately $4,600 per annum on paper and postage ($1062 savings per quarter in postage x 4 quarter + $90 for three months in paper x 4 = $4608). Total agency savings = $15,700 (over 10 percent of the unit's expenditures). While it is difficult to know the full extent of the savings to our customers, for the schools and colleges it is estimated at approximately 500 administrative hours or a total saving of at least $15,000 per annum. (2 hours saved x 250 colleges x $30/hour salary and benefits)
1	**Minimal** cost savings or additional revenue to the **agency.**	
2	**Minimal** cost savings or additional revenue for to **other entities.**	
3	**One-time** cost savings or additional revenue to the **agency.**	
4	**One time** cost savings or additional revenue to **other entities.**	
5	**Ongoing significant** savings or revenue for the **agency** in the future, **as a result of** new practices that have been documented and adopted as a **"new way to do business."**	
6	**Ongoing significant** savings or new revenue for **other entities** in the future **as a result of** new practices that have been documented and adopted as a **"new way to do business."**	
7	New **best practices in financial management for the agency adopted,** which is **transferable or replicable to others.**	
8	New best practices in financial management **for other entities,** which are transferable or replicable to others.	

I. Show the project streamlined the agency's INTERNAL PROCESSES, or improved relationships with SUPPLIERS or PARTNERS.

Pts	Criteria	

0	**No improvements in productivity or efficiency** identified.
1	**Minimal improvements** in productivity or efficiency in an **agency support process.**
2	**Minimal improvements** in productivity or efficiency in a **key agency business process.**
3	**Significant one-time improvements** in productivity or efficiency in an **agency support process.**
4	**Significant one-time improvements** in productivity or efficiency in a **key agency business process.**
5	**Ongoing significant improvements** in productivity or efficiency **of any agency support process,** due to new practices, **documented and adopted as a "new way to do business."**
6	**Ongoing significant improvements** in productivity or efficiency **of a key agency business process** due to new practices **documented and adopted as a "new way to do business."**
7	**New best practices in efficiency and productivity which significantly advanced the ability of the agency, as well as partner, supplier or customer organizations, to provide support services efficiently in the future** and are **transferable or replicable to others.**
8	New best practices in efficiency and productivity, which significantly advanced the ability of the agency, as well as partner, supplier or customer organizations, to provide **key business** services efficiently in the future and are transferable or replicable to others.

The agency's internal process has changed significantly. There is no more searching through files or stacks of paper to find a file: information is quickly available by simply tapping into the computer. Filing space has halved since the unit no longer keeps paper copies of basic school information, just each institution's catalog and enrollment contract.

Our ability to increase productivity and efficiency is illustrated in the matrix below:

Former License Renewal Process	Online License Renewal Process
Step 1 – Administrative Assistant (AA) used Access database to generate hard copy notices to schools whose licenses were up for renewal.	Administrative Assistant uses Access database to generate **email** notices to schools whose licenses are up for renewal.
Step 2 - AA printed mailing labels, stuffed renewal notices in envelopes and mailed them to schools.	**This step has been omitted.**
Step 3 – Schools either downloaded license renewal forms from agency website or used a previously requested diskette containing license renewal forms.	This step has been replaced with schools logging onto agency website and updating any information that has changed.
Step 4 –Schools completed by hand, a minimum of five forms and mailed them to the agency, along with their catalog, enrollment agreement, and license fee.	**Much of this step has been omitted.** Schools no longer complete application by hand.
Step 5 – License renewal applications were given to AA to be date stamped and logged in.	**This step has been omitted.**
Step 6 – AA retrieved school file from file room and attached renewal application. File was then placed in Renewal Drawer of file cabinet before being routed to Program Manager for analysis.	This step has been minimized since the content of the files has been greatly reduced, and renewal applications are now on-line.
Step 7 – Program Manager (PM) reviewed renewal application, and if incomplete, made telephone call to school for additional information or returned materials to school for correction or completion.	**This step has been omitted.** Online version does not allow incomplete applications to be submitted.
Step 8 – Once completed application received, PM approved application and gave it to AA.	The Program Manager alerts AA to the fact that the electronic application is approved.
Step 9 - AA input data into Access database and printed new license and cover letter listing approved programs.	This step has changed. The Administrative Assistant no longer inputs data into database, it is done electronically. License certificates and cover letters are still printed the old way.
Step 10 – License certificate and cover letter	This step remains the same.

J. Show how the project contributed to ORGANIZATIONAL LEARNING AND GROWTH.

Pts	Criteria
0	**No institutional learning** or professional growth.
1	**Agency staff gained limited insights** from the project.
2	**Agency and stakeholders gained limited insights.**
3	**Some involved staff increased their skills** and abilities somewhat.
4	Some involved **agency and stakeholder staff increased skills** somewhat.
5	Project resulted in **significant professional development for agency staff.**
6	Project resulted in **significant professional development for agency staff, as well as external stakeholders.**
7	Project resulted in **organizational transformation for the agency.** The improvements constitute **best practices in organizational learning, transferable or replicable to others.**
8	Project resulted in **organizational transformation for the agency, its partners, suppliers, customers or others.** The improvements constitute best practices in organizational learning, which are transferable or replicable for other organizations.

We have grown individually and collectively with the advent of this project. Most importantly, our customers, the 250+-licensed community, are more content and satisfied with doing business with the state.

At the agency level, our information technology systems specialist added to his skills as a project manger. He also greatly improved his Access, web design and database management expertise, and learned a new software program - SQL server.

Moving to an online process greatly increased the team's understanding of customer service. It encouraged them to think like the schools – "we became more aware of how our actions affect individuals and companies." It required the team to reevaluate many aspects of the licensing process. And it strengthened communication between the two partners as each worked to increase their proficiency of electronic communication.

The agency is further encouraged and energized to seek out additional aspects of this project and to examine related processes. It has truly been a win-win situation!

Interagency Committee
Meeting Notes for July 15, 2003

Attending: Ross Wiggins, ESD; Mike Ratko, L&I; Jim Crabbe and Kathy Cooper, SBCTC; Ginger Rich and Bruce Lund, DCTED; John Loyle, Washington Workforce Association; Randy Loomans, WSLC; Pam Lund, Walt Wong, and Ellen O'Brien Saunders, WTECB.

Section 503 Incentive Grant Options

Bryan Wilson walked through the Section 503 allocations options with the inter-agency committee. Randy Loomans was concerned about the impact on the smaller more rural areas of the state. John Loyle agreed with Randy and indicated that the Washington Workforce Association (WWA) was supportive of a policy that rewards all areas, respective to size and respective to performance. Ross Wiggins said Employment Security Department (ESD) was in support of the Option 1A, emphasizing performance. He noted that options 1, 1A, and 2 reflected the commissioner's views regarding the importance of performance. John reminded the committee that we are all involved in this and it would be good idea to development partnerships to spend the money. After looking at the data, Jim Crabbe was good with option 1A. He also noted that the RFP was well written. Kathy Cooper stated there is enough quirky elements in the data that option 1A makes the most sense. Ellen added the Governor's office is feeling a lot of pride and curiosity with this incentive money and what is to be done with it. We need to describe in clear, straightforward language what is to be done. Randy questioned whether the data would be shared with the Workforce Development Councils (WDCs) so there will be an opportunity to improve the weaker areas. Bryan said that would be done. All agreed that was a good idea to strengthen the state ability to achieve another incentive award.

Guidelines

Bryan presented the committee with the draft guidelines for preparing the local Section 503 incentive grant applications. Bryan asked the committee to note the administrative cost limit on page 4, section 3a. Kathy stated that 1g, describing how project partnerships will promote cooperation and collaboration among the local agencies, needs more communication to promote partnerships and cooperation. Bryan mentioned that is why they developed 2a: Describe the process used to involve representatives of the WDCs, Community and Technical College Presidents, and Common School Superintendents in the development of the application. John stated that seemed a difficult task when you have some many superintendents to sign. He suggested using the Educational Service District rather than the individual superintendents. Ross thought that ESD and State Board for Community and Technical Colleges (SBCTC) could alert the different areas. Jim wanted to know the timeline. Bryan stated there were two dates, in fall depending on when the local applications are ready. Jim inquired why there were two dates. Was the first group to be scored then the second group? Ellen stated that this is not a competition. John liked having multiple dates, and then everyone could move at the pace best suited for them. Bryan would like feedback by the end of the month on the draft.

Draft Agenda for June 6, 2003, WTECB Retreat

Ellen discussed the draft agenda for the July 30-31, 2003, WTECB retreat in Vancouver WA. She noted David Harrison's mantra for the retreat is "Doing Better". Ellen also confirmed what the four areas of focus would be: Assessing our Progress, Legislative Perspectives, Communication and Advocacy, and WIA Reauthorization.

Ellen noted that if anyone was not able to attend the retreat but had an advocacy issue, please contact her or Bryan.

Interagency Committee
Meeting Notes for September 12, 2003

Attending: Janet Bloom, ESD; Mike Ratko, L&I; Jim Crabbe, SBCTC; Ginger Rich, Bruce Lund, DCTED; Deb Cook, DSB; Mike Kennedy, Washington Workforce Association; Brian Jeffries, OSPI; Bryan Wilson, Wes Pruitt, Walt Wong,Ellen O'Brien Saunders, WTECB.

Workforce Development Council Recertification Criteria

Bryan Wilson led a discussion of the draft paper on Workforce Development Council (WDC) Recertification Criteria. One of the issues the paper addresses is whether or not the Workforce Training and Education Coordinating Board (WTECB) should set statewide criteria mandating a "firewall" that separates the WDCs from the provision of service. Mike Kennedy asked if there were known problems with the current entities that do not have a separation from service provision, and if not, can the issue be dealt with now or does the Board have to review it every two years. Bryan indicated that this is an opportunity to find out what information is needed before action is taken. Ellen noted that two years ago, the Board requested that the "firewall" issue be considered at this time.

High School Graduation Rate

The Interagency Committee (IC) discussed the paper on the high school graduation rate that will be a discussion item at the September 30, 2003, Board meeting. Ellen O'Brien Saunders noted that Board members have a lot of interest in this topic and are interested in having an appropriate response and role in this issue.

Communications and Marketing Meeting

Ellen noted that David Harrison will lead a discussion with partner communications staff on October 23rd. This is a follow up on the discussion that occurred at the Board Retreat in July.

Workforce Investment Act Reauthorization Update

The Senate Workforce Investment Act (WIA) Reauthorization bill is still in draft. We expect a committee mark up next week. Several of the issues that Washington identified have been resolved in this latest draft, but there are still the issues of line item funding for the One Stop system and common performance measures.

Integrated Performance Implementation Project Workplan

Ellen shared the workplan for this project. The Department of Labor is providing a grant to Washington State to work with other states on what information is needed to support integrated information on the results of workforce development programs. WTECB is asking the National Governor's Association to help convene a multi-state group to do this work. The anticipated result is a publication on what a performance management system should include.

Other Items for September 30, 2003, WTECB Meeting

1. WIA Title I Targets for Years 4 and 5

2. "High Skills, High Wages" 2004 Workplan

   - Proposing to have electronic workgroups for this update. Late fall/early winter, former workgroup members will be contacted for input and Board staff will be reviewing WDC Strategic Plans for strategies to consider for inclusion.
   - Bryan noted that the Accountability chapter may be affected by WIA reauthorization.
   - The draft "High Skills, High Wages" 2004 will reviewed by the Board in March 2004 and public review is planned for April 2004, with final Board action in June.
   - Brian Jeffries asked if the Board could consider changing the period for update to every four years instead of every two years. Ellen noted that to do this would require a statutory change.

TAB 2

WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATON COORDINATING BOARD
MEETING NO. 93
SEPTEMBER 30, 2003

NATIONAL COLLABORATIVE FOR POSTSECONDARY EDUCATION

Dennis Jones and Gordon Davies of the National Collaborative for Postsecondary Education will make presentations to the Board. Washington is participating with the Collaborative for the purpose of advancing higher education policy. The Board will learn about the collaborative and some of its research regarding higher education in Washington.

Board Action Required: None. For informational purposes only.

Getting Better Now

The National Collaborative for Postsecondary Education Policy

Three higher education organizations are mounting a collaborative effort to help states improve higher education policies in light of the results they are achieving.

The Education Commission of the States (ECS), the National Center for Higher Education Management Systems (NCHEMS), and the National Center for Public Policy and Higher Education (NCPPHE) – organizations with extensive experience working with state policymakers on goal-setting, evaluation, and policy development – will invite an initial group of states to undertake examinations of their higher education policies. They will assist the states in modifying policies in order to improve results.

The starting point for the analysis will be *Measuring Up 2002,* the second national report card issued by the NCPPHE.

Together, the organizations will help states analyze data from the national report card; surveys of adult literacy, current students, and alumni; and other information like college-going and persistence rates. The partners will work with leaders of the executive and legislative branches, business, and higher education and the public schools. They will help to analyze results by regions of the state and by types of higher education institutions, as well as by race, sex, socio-economic status and other population characteristics.

The partners will invite four to six states to participate during the first three years of the project. ECS, with its extensive network of state connections, will help states share their experiences. It will encourage every state to undertake a similar review during the next several years. While the history, political culture, and population and economic characteristics of each state are distinctive, there are many common factors and shared concerns. A clearinghouse will make information about what states are doing available across the country.

The collaborative will be coordinated by ECS, a state-based organization that regularly convenes state leaders to consider policy issues. ECS will maintain the clearinghouse and provide support to states seeking to strengthen higher education systems. The NCPPHE will continue its effort to stimulate change and improvement in higher education, both nationally and within individual states. Its report card compares states' performance to give leaders a sense for how well they are doing. NCHEMS is a leading provider of data-driven policy analysis for states, colleges and universities, associations, and national governments. It is developing a comprehensive database that can be used by states in reviewing and improving state policies.

Gordon K. Davies will direct the collaborative effort. Davies has served as head of higher education systems in Virginia and Kentucky during the past 25 years.

The National Collaborative for Postsecondary Education Policy

The National Collaborative is a joint project that includes the Education Commission of the States, the National Center for Higher Education Management Systems and the National Center for Public Policy and Higher Education. Funded by the Pew Charitable Trusts, the National Collaborative works with selected states to improve performance in identified areas of each state's postsecondary education system.

Education Commission of the States – www.ecs.org

The Education Commission of the States (ECS) is an interstate compact created in 1965 to improve public education by facilitating the exchange of information, ideas and experiences among state policymakers and education leaders. As a nonprofit, nonpartisan organization involving key leaders from all levels of the education system, ECS creates unique opportunities to build partnerships, share information and promote the development of policy based on available research and strategies.

Forty-nine states, three territories and the District of Columbia constitute the commission's current membership. Each member state or territory is represented by seven commissioners – the governor and six other individuals, typically legislators, chief state school officers, state and local school board members, superintendents, higher education officials and business leaders. The chairmanship and vice chairmanship of ECS are held by a governor and a state legislator, respectively, alternating between the two major political parties.

Various committees and work groups govern investment decisions, oversee the budget and guide the work of ECS. The ECS staff, headquartered in Denver, Colorado, includes educators, policy analysts, communications and technology experts, researchers and support staff. Staff throughout the organization work together to provide state leaders with the services and products they need to make informed education policy decisions.

Ted Sanders - President of ECS

ECS President Ted Sanders has had wide experience as an educator, including classroom teacher, chief state school officer in three states, acting U.S. secretary of education and, most recently, university president. Sanders came to ECS in February 2000 from Southern Illinois University, where he had served as president since 1995. From 1991-95, he was Ohio superintendent of public instruction, and from 1989 to 1991, he served as deputy U.S. secretary of education. During that time, he was named acting U.S. secretary of education, a post he held from November 1990 to March 1991. Sanders also served as state superintendent of education in Illinois and Nevada.

Gordon Davies - Director of the National Collaborative for Postsecondary Education Policy

Gordon Davies served as director of the State Council of Higher Education for Virginia from 1977 until 1997, and as president of the Kentucky Council on Postsecondary Education from 1998 until 2002. He has taught at Yale University, Richard Stockton State College in New Jersey (where he was a founding dean) and the Teachers College of Columbia University. He is a Navy veteran and worked at IBM Corporation for several years in computer sales. He received a bachelor's degree in English and his master's and doctorate's degrees in the philosophy of religion from Yale University.

Terese Rainwater - Project Manager for the National Collaborative for Postsecondary Education Policy

Terese Rainwater is project manager for the National Collaborative and a policy analyst at ECS, where she has focused on postsecondary issues. Prior to joining ECS, Rainwater was managing editor for *Child Development Abstracts & Bibliography* and a research fellow at the Kansas State Legislature. She received her master's degree and Ph.D. in postsecondary education administration and the foundations of education from the University of Kansas. Her bachelor's degree in government was earned from the College of Saint Benedict.

The National Center for Higher Education Management Systems – www.nchems.org

The National Center for Higher Education Management Systems (NCHEMS) is a private nonprofit (501)(c)(3) organization whose mission is to assist colleges and universities as they improve their management capability.

Through its more than 30 years of service to higher education, NCHEMS has been committed to bridging the gap between research and practice by placing the latest managerial concepts and tools in the hands of working administrators on college and university campuses. NCHEMS delivers research-based expertise, practical experience, information and a range of management tools that can help institutions improve both their efficiency and their effectiveness. It places these resources in the hands of administrators through a variety of means:

- Research, consulting or development projects funded by institutions, consortia, state agencies, federal contracts or foundations
- Information services that make the center's extensive data holdings accessible to the higher education community
- Numerous publications that disseminate concepts, principles and strategies to a wide audience of administrators and researchers
- An extensive membership program that fosters two-way communication with constituents and provides an opportunity for center staff to understand and meet the changing needs of postsecondary institutions.

Dennis P. Jones - President of NCHEMS

A member of the NCHEMS staff since 1969, Dennis Jones is widely recognized for his work in such areas as state and institutional approaches to budgeting and resource allocation, strategic planning, educational needs assessment, formulation of state policy, and information for strategic decisionmaking and the development of education indicators. He has written and presented extensively on these topics and consulted with hundreds of institutions and state higher education agencies on management issues of all kinds. Prior to joining NCHEMS, Jones served as an administrator in business and institutional planning at Rensselaer Polytechnic Institute, where he received his graduate and undergraduate degrees in the field of engineering management.

Aims C. McGuinness, Jr. - Senior Associate at NCHEMS

Aims C. McGuinness, Jr. is a senior associate at the National Center for Higher Education Management Systems (NCHEMS). At NCHEMS, he specializes in state governance and coordination of postsecondary education; strategic planning and restructuring higher education systems; roles and responsibilities of public institutional and multi-campus system governing boards; and International comparison of education reform. Prior to joining NCHEMS in 1993, he was director of higher education policy at the Education Commission of the States (ECS). Before joining ECS in 1975, he served as a congressional staff member and was executive assistant to the Chancellor of the University of Maine System. Aims has been an active board member at both the K-12 and higher education levels. From 1983 to 1991, he served as an elected member of the Board of Education for Littleton Public Schools, the last four years as president. From 1989 to 1997, he was a member of the Board of Trustees for the State Colleges in Colorado, serving as board chair from 1995 to 1997. Aims received his B.A. in political science from the University of Pennsylvania, his M.BA from the George Washington University, and his Ph.D. in social science from the Maxwell School, Syracuse University.

Patrick J. Kelly - Director of the Information Center

Patrick Kelly is a senior associate at NCHEMS and director of the National Information Center for Higher Education Policymaking and Analysis. Before joining NCHEMS in February 2002, he spent six years at the Kentucky Council on Postsecondary Education, where he worked with higher education leaders to design performance indicators, conducted research studies, and coordinated the analysis and reporting of data and information for numerous council projects. Kelly is working on his Ph.D. in urban and public affairs at the University of Louisville, where he also earned a master's degree in sociology.

The National Center for Public Policy and Higher Education – www.highereducation.org

The National Center for Public Policy and Higher Education (NCPPHE) promotes public policies that enhance Americans' opportunities to pursue and achieve high-quality education and training beyond high school. As an independent, nonprofit, nonpartisan organization, the National Center prepares action-oriented analyses of pressing policy issues facing the states and the nation regarding opportunity and achievement in higher education – including two- and four-year, public and private, for-profit and nonprofit institutions. The National Center communicates performance results and key findings to the public, civic, business and higher education leaders, and to state and federal leaders poised to improve higher education policy.

Established in 1998, the National Center is not affiliated with any institution of higher education, with any political party or with any government agency; it receives continuing core financial support from a consortium of national foundations that includes The Pew Charitable Trusts, The Atlantic Philanthropies and The Ford Foundation.

Patrick M. Callan - President of NCPPHE

Patrick M. Callan, NCPPHE president, has extensive experience in the field of higher education. He previously served as executive director of the California Higher Education Policy Center, the California Postsecondary Education Commission, the Washington State Council for Postsecondary Education and the Montana Commission on Postsecondary Education. He also was vice president of ECS.

The National Collaborative for Postsecondary Education Policy

A Concept Paper

The Education Commission of the States
The National Center for Public Policy and Higher Education
The National Center for Higher Education Management Systems

INTRODUCTION

For the past several decades, Americans have experienced the rapid shift from an industrial to a technological age. A secure future in the workplace now requires knowledge associated with education and training beyond high school. Students understand the importance of college: More than 90% of high school graduates now expect to complete at least some college, and more than 70% expect to receive a college degree. The role played by high schools in the mid-20th century — providing the fundamental level of education that people needed to participate fully in American social and economic life — is now being played by colleges and universities. The patterns of attendance and graduation that existed in high school during the 20th century are now unfolding in higher education. The new information-based economy — with its worldwide patterns of competition, manufacturing, and distribution — severely penalizes Americans who have only a high school education or less. The decline in the economic value of high school has substantially increased the economic advantage of college for individuals.[1] Public understanding of this reality is reflected in public opinion surveys, broader college aspirations and increased college attendance.

The imperative of education and training beyond high school for most Americans coincides with another trend — the growing number of young people entering into and graduating from the nation's high schools. Because of this "baby boomlet," enrollments of traditional college-age students are expected to increase by 2.6 million, or 16%, from 2000 to 2015. But to correct patterns of under-enrollment by some ethnic groups, males, or populations of regions within states, enrollments should grow even more.

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[1] Anthony P. Carnevale and Richard A. Fry, *The Economic and Demographic Roots of Education and Training* (Washington, D.C.: The National Association of Manufacturers, 2001), p. 3.

POSTSECONDARY EDUCATION IN THE 21ST CENTURY

For half of the last century, the public purposes of higher education in the United States and the goals of public and private colleges and universities substantially overlapped. This helped to create a system of higher education that, until recently, surpassed the rest of the world in the level of access and options provided to its citizens.

But changes in the past two decades are forcing — and should force — public leaders to rethink some fundamental assumptions about how to achieve the public purposes of higher education. Today, most states are struggling with budget uncertainties that are likely to be present for the next several years. About half the states have growing youth populations, that will require additional public investment in order to maintain educational opportunities. Many other states have historically low participation rates and will need additional public investment to increase the college-going rates of their residents. So to increase opportunity, states will need to increase access to postsecondary education. At the same time, states have substantial obligations in other areas. Aging populations, for example, will increase the rolls of Medicare and its associated expenditures. Also, the demands from all parts of our society for better security and improved public K–12 education are unlikely to subside. The economic reality that states face is that, even if the economy rebounds, resources for higher education will remain scarce. For higher education, the competition for state funding with other worthy social purposes will only intensify.

The last 20 years have also brought about — with virtually no public debate — an entirely new system of finance for higher education. Nationally, student debt has overtaken public need-based grant aid as the primary form of student financial aid. Meanwhile, public colleges and universities have diversified their revenue bases, leading to questions about the relationship between higher education and the states, and implicitly, to questions about who pays — and who should pay — for higher education. Both the revenues of public colleges and universities (including state and local appropriations) and their expenditures have increased significantly faster than inflation. As a result, students and families — through tuition and fees — are absorbing an increasing share of the costs of higher education. States have fallen into a damaging pattern of (1) freezing or rolling back tuition when the state economy is strong and family income is increasing, and (2) cutting higher education budgets and increasing tuition when the state economy is weak and family income is stagnating or dropping. When people most need to enroll in re-training and other educational programs beyond high school, they may be least able to pay the higher tuition and fee charges.

As the consensus about who should pay for higher education has eroded, the new imperative for education and training beyond high school has become clear to most Americans. Public support for educational opportunity is strong and growing stronger,[2]

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[2] John Immerwahr, *Great Expectations: How the Public and Parents—White, African American and Hispanic—View Higher Education* (San Jose: Public Agenda and National Center for Public Policy and Higher Education, 2000). See also, "What Americans Think About Higher Education," *The Chronicle of Higher Education*, Vol, XLIX, No. 34, May 2, 2003, pg A10-A17, B20.

and public anxiety about access to and the affordability of educational opportunity is likely to drive state leaders into the debate. State leaders will probably not have the option to avoid these issues over the next decade.

The need to help states identify and implement effective public policies for higher education has never been more urgent. Public elementary and secondary education has dominated the policy debate in state governments since the mid 1980s. Postsecondary education will increasingly share this attention and will strain state capacities as enrollment grows, budget competition increases and the public demands access to affordable educational opportunities.

The need for more effective postsecondary education policy is increasingly urgent and it is being recognized in more states. A number of states anticipate surges of college-age population; others face changed demographics — particularly growing ethnic diversity — that bring new demands for access; and still others have become more aware that economic development goes hand-in-hand with human capital development. Across the nation, states are beginning to look for new approaches to postsecondary education.

The problem nearly everyone faces is lack of capacity. State leaders may sense that their grades on the national report card are potentially a starting point for detailed policy analysis and improvement. They are turning for assistance to organizations like the partners in the proposed National Collaborative for Postsecondary Education Policy (National Collaborative). But no single organization has the capacity to help bring the right players to the table in a state, conduct data-driven policy analysis, make comparisons across states, formulate strategies for change and ensure accountability.

The steering committee of the Education Commission of the States (ECS), which has members from all member states, asked incoming president Ted Sanders to get the organization back into postsecondary education in a coherent and responsive way. It supports the approach proposed in this paper. There is substantial interest in the report card and, more importantly, in its human capital/social outcomes perspective. Discussions at the ECS national policy meeting and at the annual meeting of the State Higher Education Executive Officers in 2002 were well attended and positive. The National Center for Higher Education Management Systems (NCHEMS) and the National Center for Public Policy and Higher Education (NCPPHE) are also working or already have worked in several states (Tennessee and Kentucky, for example) and are talking with others.

ECS compliments the work of NCHEMS and NCPPHE. It can help states bring the right players to the table: governors, legislative and business leaders, educators and community representatives. <u>This is not just a collaborative at the national level. It is a collaborative within the states: three national organizations with different strengths and state leaders who know the situation on the ground.</u>

THE CONCEPT

We want to change the piecemeal nature of state postsecondary education policy efforts and develop a shared vision of how postsecondary education both serves individual students and contributes to a state's overall quality of life. Nationally, the intellectual depth and analytic rigor in higher education policy has diminished since the Carnegie Commission on Higher Education and the Carnegie Council for Policy Studies in Higher Education issued their influential reports under the leadership of Clark Kerr in the late 1960s and the 1970s. Today, no single organization has the capacity to address this public agenda effectively, particularly at the state level. In an effort to invigorate the discourse and build more capacity to analyze and develop postsecondary education policy, three national organizations propose to create the National Collaborative for Postsecondary Education Policy.

The goals for the National Collaborative over the next three to five years are: (1) to provide a national clearinghouse on state higher education policy; (2) to conduct higher education policy analysis (for example, see Appendix II); (3) to collaborate with at least four states in policy development to improve the performance of higher education; and (4) to distill principles of good practice for wide dissemination to policymakers. The framework for this work is the biennial report card, *Measuring Up*, which evaluates state performance in six critical areas: preparation, participation, affordability, completion, benefits and learning. The sixth category of the report card, learning, will become increasingly important in subsequent issues of *Measuring Up* and in the work of the National Collaborative.

The six categories and their defining questions are:

- **Preparation:** To what extent is the young population in the state completing a high school education? Are high school students enrolling in the kinds of courses that prepare them for postsecondary education and training? Are high school students performing well in key academic areas?
- **Participation:** To what extent is the young population in the state (18 to 24 year olds) enrolling in postsecondary education or training? Does the state provide enough opportunities for working-age adults to enroll in education or training beyond high school?
- **Affordability:** What percentage of family income is needed to cover the costs of attending community colleges in the state? Of attending public four-year colleges and universities? Of attending private four-year colleges and universities? How much does the state invest in need-based financial aid or other strategies for affordability? Do students rely too heavily on debt to finance their education?
- **Completion:** Do students make progress toward and complete their certificates and degrees in a timely manner?
- **Benefits:** What educational, economic and civic benefits does the state receive as a result of having a highly educated population? For instance, what percentage of the adult population has a bachelor's degree and how much does this add to the

state economy? How well do adults perform on assessments of high-level literacy? How does educational attainment correlate with public health?

- **Learning:** What does the state know about student learning as a result of education and training beyond high school?

The three founding organizations of the National Collaborative — ECS, NCPPHE and NCHEMS — have been selected because of their unique contributions and experience. (See Appendix I for brief organizational descriptions.) There are no organizations in the country situated better to reach appropriate policy and business constituents within the states, to offer independent policy analysis and to provide direct assistance to state leaders interested in improving higher education performance.

ECS, which routinely works with a cross-section of state leaders, is the only compact in the country that brings together such a diverse group of stakeholders at the state level. It recently has completed a two-year review to set its postsecondary education agenda, which will be organized around the report card and its human capital/social outcomes approach.

With its broad constituent base, ECS has the capacity to build strong coalitions of state policy and business leaders necessary to undertake reform. ECS has also developed its clearinghouse capacity and can create powerful, user-friendly web-based resources drawn from all three organizations and other sources to assist state leaders. The National Collaborative will be located at ECS.

NCPPHE is a fully independent organization that can continue to "keep the heat on" by analyzing state policy trends and speaking forthrightly about these issues. It has the capacity and funding to continue to develop and publish *Measuring Up* in 2002, 2004 and 2006. In addition, NCPPHE will continue its research into public opinion and other areas, and will release other policy publications. Two such publications include *Losing Ground* (a national status report on the affordability of higher education, published in May 2002) and a report on the cost-effectiveness of higher education, forthcoming in 2003. NCPPHE also brings to the table its expertise in higher education governance and finance and its experience in working directly with states within the performance framework established by *Measuring Up*.

NCHEMS is without equal nationally in the level of experience it has amassed in working directly with states on higher education policy issues and in identifying realistic and workable solutions. NCHEMS began partnering with NCPPHE to complete an external review of *Measuring Up* in 1999. Since that time, NCHEMS has assisted NCPPHE in: (1) systematically testing the data in *Measuring Up*; (2) developing a template for states to use to better understand performance within the state;[3] (3) assisting states in rethinking policies to improve performance; and (4) partnering with NCPPHE in its effort to address the "Incomplete" in learning (states were given an Incomplete for

[3] Dennis Jones and Karen Paulson, *Some Next Steps for States: A Follow-Up to Measuring Up 2000* (San Jose: National Center for Public Policy and Higher Education, 2001).

learning in *Measuring Up 2000* because all states lack information on the educational performance of college students that would permit systematic state or national comparisons).

NCHEMS has been funded through foundation grants to build and maintain critical state databases for future policy use. These databases (www.higheredinfo.org) already offer the most comprehensive analyses of state and sub-state data in the nation.

These databases, collectively called the National Information Center for Higher Education Policymaking and Analysis, are major tools for our work in states, providing data that are both specific to each state and comparative. ECS will organize its clearinghouse of postsecondary education information to be fully compatible with the NCHEMS' databases. At the root of both, of course, are the six areas assigned grades by the report card.

Rarely have national (or even state) organizations planned so carefully to align their work with one another. We are modeling the behavior we think is essential to postsecondary education improvement in the states, behavior that will transform good data into knowledge and sound policy.

ROLES OF THE ORGANIZING PARTNERS

The National Collaborative builds on the unique strengths of each of its partners. ECS has the primary role of convening leadership in the states and disseminating policy options and other good practices (through the higher education clearinghouse, in national meetings and working directly in the states). NCHEMS has primary responsibility for the policy audit and analytical work in the states — developing relevant state-level data and information for policy leaders. NCPPHE has primary responsibility for continuing editions of *Measuring Up* and other state-by-state policy analysis. It assists ECS and NCHEMS in developing a public agenda in each of the states.

Although each partner has well-defined tasks, each one also is committed to the overall success of the project. We recognize that the National Collaborative will succeed only to the degree that each partner assists the others in performing their critical roles.

THE WORK OF THE NATIONAL COLLABORATIVE

Working together, the three organizations can build upon their existing strengths to create greater analytic and policy capacity in the states and among themselves. The collaboration of the three partners and their involvement with states seeking to improve higher education performance creates the potential to establish a powerful public policy agenda and significantly influence public policymaking for many years.

The work of the National Collaborative has three components. Phase I, capacity building, involves developing the structure to guide the collaborative through its three-year project, both internally and externally. This includes evaluating the readiness and political commitment of states to determine which states will participate in this project. In phase

II, the National Collaborative is working directly with four states to audit state higher education policies, build information infrastructure and identify policies to improve state performance. The performance areas are related to the categories in *Measuring Up*, but the state policy needs, goals and other areas of analysis are unique to each state. Phase III, the dissemination of information learned, is ongoing throughout the project. This component ensures that lessons from the states are shared broadly, discussed at meetings and available through policy reports, the Internet and other means.

Phase I: Capacity Building

In Phase I of the project:

- A National Advisory Board has been established to provide advice on the work of the collaborative. It will meet twice per year.
- A small "working group," made up of the chief executive officers of the three partners in the collaborative and the project director meets quarterly to assist in the ongoing planning and implementation of collaborative activities.
- An information clearinghouse, specific to National Collaborative work, has been developed. Its structure is compatible with that of the databases being developed by NCHEMS.
- Four states have been selected to participate initially: MO, VA, WA, and WV. Among the criteria for selection were:
    - Strong support from the Governor.
    - Formation of a Leadership Group comprising senior representatives of the executive and legislative branches of state government; two- and four-year, public and private institutions of higher education; K–12 education; and business and industry.
    - Demonstration of readiness: state information systems that can support data-driven policy analysis, for example, and leaders who already have established productive working relationships (among educational sectors, for example).
    - Identification of a liaison agency to be the point of contact in the state and to provide logistical support throughout the duration of the project.
    - Willingness to make a financial commitment to the project in an amount agreed to by the state and the National Collaborative.
    - Ability to contribute to a national understanding of issues and workable approaches to them. This is essential to build capacity at ECS, NCHEMS and NCPPHE. More important, it is essential for the states, particularly those not in the first round of work. Our work with the first four states (and possibly a few others) should help everyone learn more about effective change and improvement.

PHASE II: Working with Selected States

Phase II encompasses four stages of involvement with each of the selected states, and is aimed at identifying and solidifying support for public policies that can improve the performance of higher education in the state.

A. Project Initiation

The initial activity in each state has been a meeting of the state's Leadership Group. This group includes at least:

- Senior representatives of the executive and legislative branches of state government.
- Business and industry.
- K-12 education.
- The higher education (system) leadership of the state.
- Two- and four-year, public and private institutions of higher education.

The primary purposes of these meetings have been to discuss the project with key participants; explain the process and benefits; elicit advice about protocols that must be observed if the project is to be successful in the state; and establish clearly that policy analyses and suggestions for improvement will be based substantially upon data about each states and its regions. This meeting of the Leadership Group, as well as all subsequent meetings, is attended by representatives of all three organizations that constitute the Collaborative.

B. Data Analysis to Advance the Formation of a Public Agenda

Using the performance categories of *Measuring Up* as the organizing framework, NCHEMS staff compiles and analyzes state-specific information to more precisely identify statewide, regional and sub-population performance gaps that could influence policy formulation. This activity involves:

- Compiling data that are available — either in print or on the Web.
- Visiting higher education and other state agencies (workforce and economic development, K-12 education, etc.) to acquire additional data. These visits also provide an opportunity to reinforce the message about the purposes of the project and its benefits.
- Analyzing the information and organizing it to tell a story about the condition of the state — its economy and quality of life and its comparative advantages and disadvantages.

This information will be presented at the second meeting of the Leadership Group. It will be the basis of a discussion intended to elicit a beginning consensus about the public agenda for higher education in the state — the short list of state priorities requiring a predominant contribution from the state's higher education community. Out of this meeting should emerge:

- The major components of a public agenda.
- Insights into additional work needed to shed more light on the issues and begin the process of building a broader consensus around the agenda.

C. Policy and Capacity Audits

With the outline of a public agenda in hand, NCHEMS staff will work with individual members of the Leadership Team and others within the state to:

1. Conduct a policy audit. This step serves to gain detailed information about policies and procedures that provide either incentives or disincentives for successful pursuit of the public agenda. This audit involves:

   - Reviewing existing state policies, especially those dealing with finance and resource allocation, accountability, governance and the allocation of decision authority.
   - Holding discussions with institutional and political leaders and others whose actions will be key to implementation. The purposes of these meetings are twofold: first, to gain information about the "way things work" in the state (and the incentives and disincentives for desired behaviors endemic in these traditions) and second, to continue building consensus about the public agenda among individuals who will be key to successful implementation and change.

   The policy audit will highlight those policies and procedures that are serving as barriers to achieving the stated agenda, indicating a need to change or eliminate these policies. The audit will also investigate policy alignment to assess the extent to which policies in one arena (e.g., finance) are consistent with and reinforce the intended good effects of policies in other areas (e.g., accountability).

2. Conduct a capacity audit. As NCHEMS is doing the policy audit, it also will assess the extent to which the state has higher education capacity to deliver services: (a) in sufficient quantity; (b) of the needed type; (c) to the important target audiences; and (d) in the necessary geographic areas of the state. The audit includes:

   - Further data analysis about institutional capacity and the students who are and are not being served by different institutional sectors.
   - Discussions with education leaders (many coincident with those conducted as part of the policy audit).

   NCHEMS staff will summarize the results of these audits drawing attention to areas where changes in either policy or process will be required if the public agenda is to be pursued successfully. These results will be shared with other members of the Collaborative for review and comment. They will then be presented to a meeting of the Leadership Group. The purposes are to ensure that there are no errors of fact, to build an understanding of the need for change and to reinforce once again the importance of the agenda to the future of the state and build momentum for the change agenda.

D. Formulating Policy

Working together, representatives of the three collaborative member organizations will develop a set of policy options for the state. These options will reflect the public agenda being pursued and the results of the audits conducted in the prior stage. They also will consider the political culture of the state. These options will deal with the full array of policy levers, as appropriate — structure, governance, finance, regulation, accountability and oversight. Much more detail about these policy levers and their alignment is presented in *Some Next Steps for States,* which is appended to this proposal.

The options will be discussed at the final (project-sponsored) meeting of the state's Leadership Group. At this meeting the objectives will be to:

- Identify the policy initiatives to be pursued.
- Assign responsibility for key elements of the work agenda.
- Gain consensus about ongoing activities to be conducted beyond the life of the project.

By the completion of this stage, the state will have a practical working plan to achieve the objectives set out in the public agenda.

E. Follow-up Activities

Experience indicates that after this point in the project is reached, there will be a sporadic need for assistance — presentations to legislative committees and other groups, review of specific legislative proposals, etc. The members of the collaborative stand ready to provide these continuing services providing that necessary costs are borne by the states.

PHASE III: Disseminating Information to Policymakers

Throughout the life of the project, the National Collaborative — working especially through the capacity of ECS to reach its own members and the members of other national organizations — will deliver information about good practices to state-level policymakers. Dissemination activities will include:

1. Operating the information clearinghouse and using it to share "good practice" and other information within and to the states.
2. Summarizing research findings and presenting them to education and political leaders in meaningful and user-friendly ways.
3. Identifying sets of policy options that work particularly well in pursuit of different elements of a public agenda. For example, if improving participation is the objective, then the following elements of a comprehensive strategy might be considered.

- **Use the bully pulpit.** The objective is the same, but it may be much more effective if **employers** rather than political leaders send the message that postsecondary education is important — especially if they back up their words with action (requiring postsecondary level skills as a condition of employment and/or promotion, providing for professional development as a normal part of work assignments, etc.).
- **Structure.** The reality is that most students will attend college close to home. This is especially true for working adults, a group that will necessarily and inevitably become a larger part of the postsecondary education market. This situation calls for an education system that encourages providing postsecondary education opportunities where the student is rather than making students come to the education opportunities. This approach can be accomplished in several ways — electronically, through provision of baccalaureate programs on community college campuses, selectively subsidizing access to programs in geographically-accessible private institutions, etc.
- **Finance.** The notions of participation (access) and affordability are closely and frequently linked. As a result, fiscal elements associated with improved participation often focus on various student financial aid mechanisms such as:
  - Need-based aid that removes economic barriers to participation by low-income students.
  - Making part-time students eligible for student financial aid.

  But there are other less frequently used elements that should be used more often:
  - Creating incentives for institutions to collaborate in delivering instruction at each other's sites.
  - Financing the installation of a telecommunications network in the state.
  - Funding learning centers whose students can gain access to student services from multiple institutions.
- **Regulation.** Regulation tends to be a blunt instrument that should be used selectively. There are occasions, however, when it can be used to good effect in improving and removing barriers to participation. For example:
  - Aiding economic access by capping tuition and fees charged for distance delivered courses (at on-campus levels or below, for instance).

- Requiring state (or public) agencies that receive state funds to promote/attain higher levels of educational attainment among their workforces (especially those with lower average educational attainments).

- **Accountability.** A key to improving participation is to ensure availability of information in order to be able to determine that:
  - Participation of recent high school graduates is becoming less disparate among individuals of different economic circumstances, of different demographic characteristics and who live in different parts of the state.
  - Participation by part-time adults is increasing and becoming more equalized across the state.

It is important that information be placed at the fingertips of policymakers and their staffs by making it available on the Web. It also is important to present alternatives for consideration through state and regional meetings and video conferences. The collaborative, with ECS in the lead, will provide these services. Information also will be updated to reflect the experiences of the four to six states participating in the project.

THE ECS AGENDA

In order for the National Collaborative to succeed, it must be located within an organization committed to its goals. ECS has developed an agenda designed to track student progress at critical junctures of the education continuum. By focusing on student progress at each of these junctures, ECS highlights and examines key areas of public policy that can improve performance, such as through accountability, finance and governance. *Measuring Up* provides a template that specifically addresses one of the junctures that ECS has identified as a priority: the transition of students from K–12 schools to education and training beyond high school.

ECS' commitment to this project is unequivocal. It already has committed two staff positions to the project and has contracted with a project director to oversee activities of the collaborative. ECS has organized the clearinghouse for which it is responsible around the work being done by NCHEMS to create national state-specific databases.

ECS has developed the leadership among its constituents for this agenda. In a remarkable string of coordinated initiatives by recent ECS chairs, past chair New Hampshire Governor Jeanne Shaheen focused on early learning and Nevada Governor Kenny Guinn is focusing on literacy by age 8. Former Georgia Governor Roy Barnes focused on "closing the achievement gap," defined by combining school readiness by age 6, literacy by age 8 and algebra by age 13. The current ECS Chair, Virginia Governor Mark Warner, is focusing on teacher quality in hard-to-staff schools. ECS hopes to enlist its 2004-06 Chair in the drive to make grade 14 the minimum expected end point for all students in the United States.

In all of this, we want to help people acquire the ability to lead productive, engaged and satisfying lives.

Appendix I

The Education Commission of the States (ECS). ECS, a nationwide, nonprofit organization, is recognized for its ability to facilitate the exchange of information, experience, ideas and innovations for the improvement of education through public policy. ECS' constituents include governors, state legislators, chief state school officers, state higher education executive officers, members of school boards and boards of regents, business leaders and other education policy leaders. ECS' status as a bipartisan organization, involving key leaders from all levels of the education system, creates unique opportunities to build partnerships, share information and promote the development of policy based on the best available research and strategies. ECS, with a staff of approximately 70, maintains its headquarters in Denver, Colorado. (For further information about current ECS activities and to check out the Clearinghouse, please visit www.ecs.org.)

The National Center for Public Policy and Higher Education (NCPPHE). The National Center for Public Policy and Higher Education promotes public policies that enhance Americans' opportunities to pursue and achieve high-quality education and training beyond high school. As an independent, nonprofit, nonpartisan organization, the NCPPHE prepares action-oriented analyses of pressing policy issues facing the states and the nation regarding opportunity and achievement in higher education — including two- and four-year, public and private, for-profit and nonprofit institutions. NCPPHE communicates performance results and key findings to the public, to civic, business and higher education leaders and to state and federal leaders who are poised to improve higher education policy. Established in 1998, NCPPHE is not affiliated with any institution of higher education, with any political party, or with any government agency. It receives continuing, core financial support from a consortium of national foundations that includes The Pew Charitable Trusts, The Atlantic Philanthropies and The Ford Foundation. (To view *Measuring Up*, go to www.highereducation.org)

The National Center for Higher Education Management Systems (NCHEMS). Through its 30 years of service to higher education, NCHEMS has been committed to bridging the gap between research and practice by placing the latest management concepts and tools in the hands of college and university administrators. NCHEMS is a private nonprofit organization, preeminent as a national center both conducting and translating research to meet the needs of practicing administrators. NCHEMS' mission is to help institutions and agencies of higher education improve their management capability. NCHEMS delivers research-based expertise, practical experience, information, strategies and tools that permit an educational institution to improve both its efficiency and effectiveness. These resources are provided through specific projects, information services that reside in NCHEMS' extensive database and publications that disseminate the latest concepts, principles and strategies to a broad audience of researchers and administrators. (To access the postsecondary databases, go to www.higheredinfo.org)

Appendix II

The Affordability Example

The *Measuring Up 2000* template consists of six categories of state performance for higher education: preparation, participation, affordability, completion, benefits and learning. As policymakers define the public purposes of higher education, we believe that each of these performance areas is important and warrants more detailed policy analysis and explanation.

One example of this kind of work can be found in affordability, one of the six categories. In May 2002, the National Center for Public Policy and Higher Education released *Losing Ground: A National Status Report on the Affordability of American Higher Education*. This report documents the declining affordability of higher education for American families, through national findings as well as state-by-state information. The report highlights the most recent public opinion research on the affordability of higher education, describes state and federal programs that benefit the middle class and offers profiles of current college students as they struggle to make ends meet while attending various types of colleges and universities. Perhaps most importantly, however, *Losing Ground* identifies those public policies that the best performing states in the affordability category in *Measuring Up 2000* used to achieve a high score.

Losing Ground is an example of the kind of policy analysis that would be undertaken by the National Collaborative for Higher Education Policy. It provides detailed analysis of aspects of the *Measuring Up* state policy template. It offers practical ways to conceptualize, measure and compare state performance in higher education. And it examines specific policies that improve or restrict state performance.

The information and data gathered to create these kinds of policy analysis will become part of the National Collaborative's clearinghouse on higher education policy. The identification of promising practices will be used to inform policies and improve performance in the four to six participating states. And the findings and results will be shared with policy leaders nationwide.

Appendix III

Some Next Steps for States:
A Follow-up to Measuring Up 2000

By Dennis P.Jones and Karen Paulson

TAB 3

WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATON COORDINATING BOARD
MEETING NO. 93
SEPTEMBER 30, 2003

HIGH SCHOOL GRADUATION RATE

Board History

The Workforce Training and Education Coordinating Board (the Board) has long recognized the connection between the attainment of at least a high school diploma and success in today's highly competitive economy. In September of 1997, the Board adopted a position paper on the accountability system for K-12 education whereby it proposed that the State should use the graduation rate as an accountability indicator.

In *High Skills, High Wages: Washington's Strategic Plan for Workforce Development 2000,* Objective 3.1 was "Keep kids in school." That objective was modified in 2002 to read "Increase high school graduation rates." A new strategy was added at the same time to "Ensure all youth achieve the necessary core skills..., including the achievement of the high school diploma..." (Strategy 3.1.1). The key *High Skills, High Wages* performance measure related to this objective and strategy is the percentage of entering ninth graders who graduate from high school on-time with their class.

Lost Kids – Our Economic Future

Attachment A in this tab is a briefing paper on the significance of high school graduation. The paper examines the extent of the "dropout" problem in Washington, explores the labor market implications and social costs, reviews best practices that address the problem, and offers options to improve accountability for the graduation rate and to encourage best practices for dropout prevention and retrieval.

Academic Achievement and Accountability Commission

In 2001, the Legislature passed SB 6456 (now RCW 28A.655.030) authorizing the Academic Achievement and Accountability Commission (A+ Commission) to set school and school district dropout reduction goals for students in grades seven through 12. A representative of the A+ Commission will inform the Board on the actions taken by the Commission since the adoption of the authorizing legislation to address accountability relating to high school graduation.

Dropout Prevention Activities

In *High Skills, High Wages 2002*, the Office of Superintendent of Public Instruction (OSPI) is the lead organization for implementing Strategy 3.1.1. Partners include business and labor organizations, the Division of Vocational Rehabilitation, Workforce Development Councils (WDCs), and the State Board for Community and Technical Colleges. At the meeting the Board will hear about actions taken by OSPI and their plans for the future.

Attachment B is a compilation of dropout prevention and retrieval strategies adopted by the WDCs in this year's update to their local strategic plans.

It is anticipated that the Board will act on recommendations at the November meeting.

Board Action Required: None. For informational purposes only.

LOST KIDS – OUR ECONOMIC FUTURE

Introduction

In the last two decades, K-12 education reform has been at the forefront of our political and social agenda in Washington State. We want to know whether Washington students can read, write, and compute at higher levels than ever before. Acquisition of these core academic skills, as measured by the Washington Assessment of Student Learning (WASL), has been the central focus of reform efforts in this state and across the nation. Schools and school districts (as well as teachers and students) are judged on their WASL scores, both in the public mind and for accountability purposes under the No Child Left Behind Act.

There is, however, another accountability measure that is also critical: the high school graduation rate. Holding secondary schools accountable for improving the percentage of students who attain a high school diploma is vital given graduation rates that are far too low. It is also necessary as a check to ensure that high stakes testing does not have the unintended consequence of increasing the dropout rate, which has proven to be the case in some states.

The dropout issue has tremendous implications for individuals and our state as a whole. Students who get "lost" in the system, those who dropout or do not graduate on time with their class, can expect to face a difficult future. These "lost" students will be part of our workforce at the time we face a shrinking labor pool. Our economic future is at stake.

This paper examines the extent of the "dropout" problem in Washington, explores the labor market implications and social costs, and reviews best practices that address the problem. The paper concludes by presenting options to improve accountability for the graduation rate and to encourage best practices for dropout prevention and retrieval.

Do We Have a High School Graduation Problem?

The Office of Superintendent of Public Instruction (OSPI) estimates a statewide "on-time" graduation rate for the Class of 2002 of 65.7 percent. "On-time graduation rate" is the percentage of entering ninth graders that graduate on time with their class. OSPI officially reports an "on-time" graduation rate for students in the Class of 2002 of 79 percent.[1] Of those not graduating on time, OSPI reported that 10.4 percent were dropouts. However, they also noted that "nearly all districts failed to report the enrollment status of students in the Class of 2002 who had dropped out in previous years" and arrived at the 65.7 percent estimate for the on-time graduation rate based on their analysis of dropout rates from previous years.

This OSPI estimated on-time graduation rate is in line with the findings of another study of high school graduation rates, for the Class of 2001, conducted by the Manhattan Institute. It calculated that Washington's graduation rate is 66 percent.

[1] "Graduation and Dropout Statistics for Washington's Counties, Districts, and Schools, School Year 2001-2002," June, 2003

The Manhattan Institute estimates that Washington's graduation rate ranks 39th out of the 50 states (see Figure 1).

Figure 1. Greene Method Graduation Rates by State – Class of 2001 Ranking

1 - North Dakota	89%	26 - Michigan	73%
2 - Utah	87%	27 - New Hampshire	72%
3 - Iowa	86%	28 - Rhode Island	71%
4 - South Dakota	85%	29 - Kentucky	71%
5 - West Virginia	84%	30 - Connecticut	70%
6 - Nebraska	84%	31 - Hawaii	70%
7 - New Jersey	84%	32 - Louisiana	70%
8 - Wisconsin	81%	33 - Delaware	70%
9 - Montana	81%	34 - Arizona	69%
10 - Idaho	81%	35 - Colorado	68%
11 - Minnesota	80%	36 - California	67%
12 - Vermont	79%	37 - Texas	67%
13 - Pennsylvania	78%	38 - New Mexico	67%
14 - Ohio	78%	**39 - Washington**	**66%**
15 - Wyoming	77%	40 - Oregon	66%
16 - Oklahoma	77%	41 - Alabama	66%
17 - Kansas	76%	42 - New York	65%
18 - Arkansas	75%	43 - Mississippi	64%
19 - Maine	74%	44 - Alaska	64%
20 - Indiana	74%	45 - North Carolina	63%
21 - Missouri	74%	46 - Nevada	61%
22 - Illinois	74%	47 - Tennessee	60%
23 - Maryland	74%	48 - South Carolina	57%
24 - Virginia	74%	49 - Georgia	56%
25 - Massachusetts	73%	50 - Florida	56%

Source: "Public High School Graduation and College Readiness Rates in the United States," Center for Civic Innovation, The Manhatten Institute, September, 2003

This is a much poorer ranking than Washington achieves in academic measures. In the 2003 SAT results, for example, Washington students outperform students in all other states among states with 50 percent of more of the seniors taking the SAT (see Figure 2). Washington is doing much better in academically preparing high school graduates than in making sure students obtain a high school diploma.

Figure 2. Mean SAT I Verbal and Math Scores by State

State	2003		
	Participation Rate	Mean SAT I Verbal	Mean SAT I Math
New Jersey	85%	501	515
Connecticut	84%	512	514
Massachusetts	82%	516	522
New York	82%	496	510
District of Columbia	77%	484	474
New Hampshire	75%	522	521
Rhode Island	74%	502	504
Delaware	73%	501	501
Pennsylvania	73%	500	502
Virginia	71%	514	510

Figure 2. Mean SAT I Verbal and Math Scores by State			
State	2003		
	Participation Rate	Mean SAT I Verbal	Mean SAT I Math
Maine	70%	503	501
Vermont	70%	515	512
Maryland	68%	509	515
North Carolina	68%	495	506
Georgia	66%	493	401
Indiana	63%	500	504
Florida	61%	498	498
South Carolina	59%	493	496
Oregon	57%	526	527
Texas	57%	493	500
Washington	**56%**	**530**	**532**
Alaska	55%	518	518
California	54%	499	519
Hawaii	54%	486	516

Source: 2003 National Report, The College Board

Helping All Students Graduate

The fastest growing portions of our K-12 population are mostly students from ethnic groups that have the lowest graduation rates. For example, the number of Hispanics in our K-12 population increased by 133.3 percent from 1990 to 2001 (see Figure 3).

Figure 3. Washington's K-12 Students by Race and Ethnicity			
Race/Ethnicity	1990 (Number)	2001 (Number)	Change (Percent)
Asian	47,065	75,919	61.3%
African American	35,174	54,591	55.2%
Hispanic	47,354	110,474	133.3%
Native American	20,742	27,647	33.3%
White	689,374	741,793	7.6%
Source: School Enrollment Summary, School Year 2000-2002, Office of Superintendent of Public Instruction, April 2002			

Yet, the graduation rate for Hispanic students for the Class of 2001 was 48 percent, well below the statewide average of 66 percent (see Figure 4). Among African American students the reported graduation rate is 53 percent; and among Native Americans it is 48 percent.

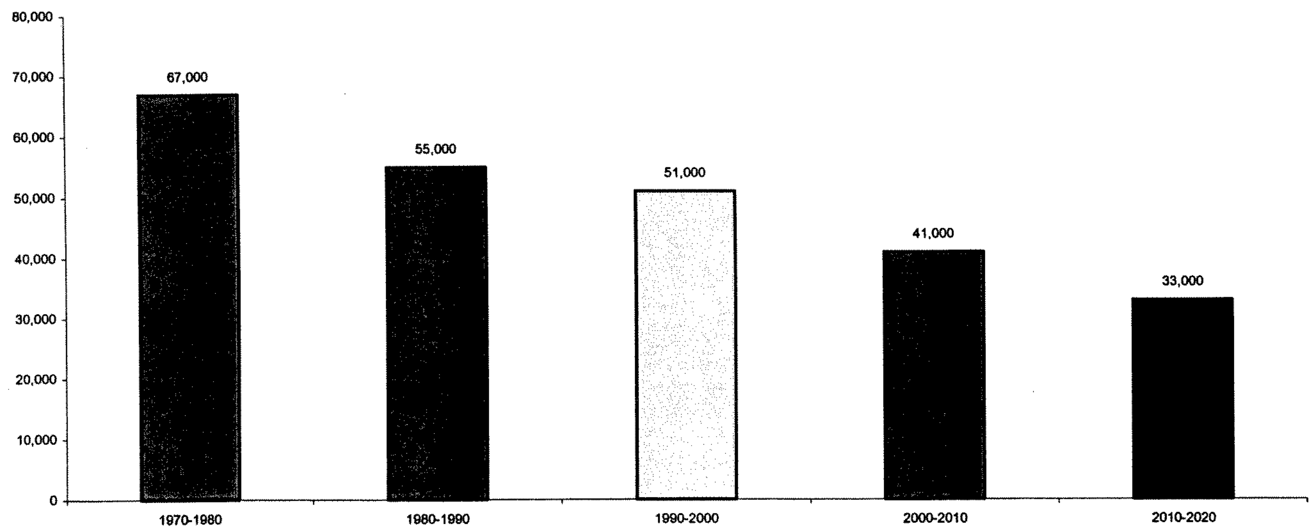
Figure 4	
RACE/ETHNICITY	Washington State Graduation Rate
Total All	66%
American Indian	48%
Asian	77%
African American	53%
Hispanic	48%
White	69%

Source: "Public High School Graduation and College Readiness Rates in the United States," Center for Civic Innovation, The Manhatten Institute, September, 2003

Labor Market Implications

With the coming retirement of the baby boom generation, the labor force in Washington will grow more slowly in the future (see Figure 5). In order to have enough skilled workers, young people must possess the skills employers need. Attainment of a high school diploma by more students is a critical foundation piece to help employers remain competitive.

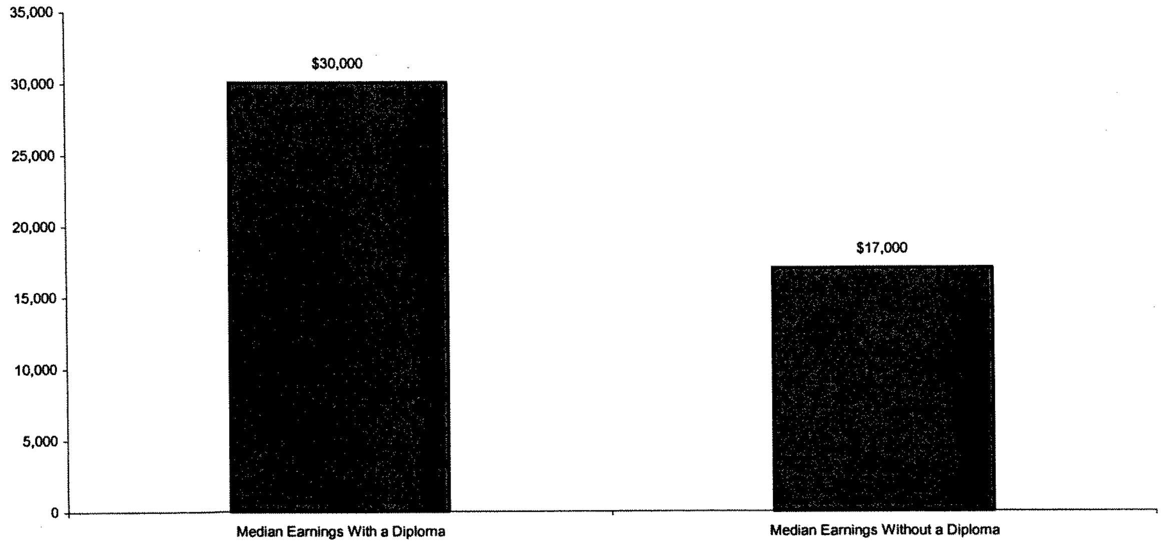
Figure 5: Average Annual Increases in Washington's Labor Force



Source: Office of Financial Management and Employment Security Department, April 2002

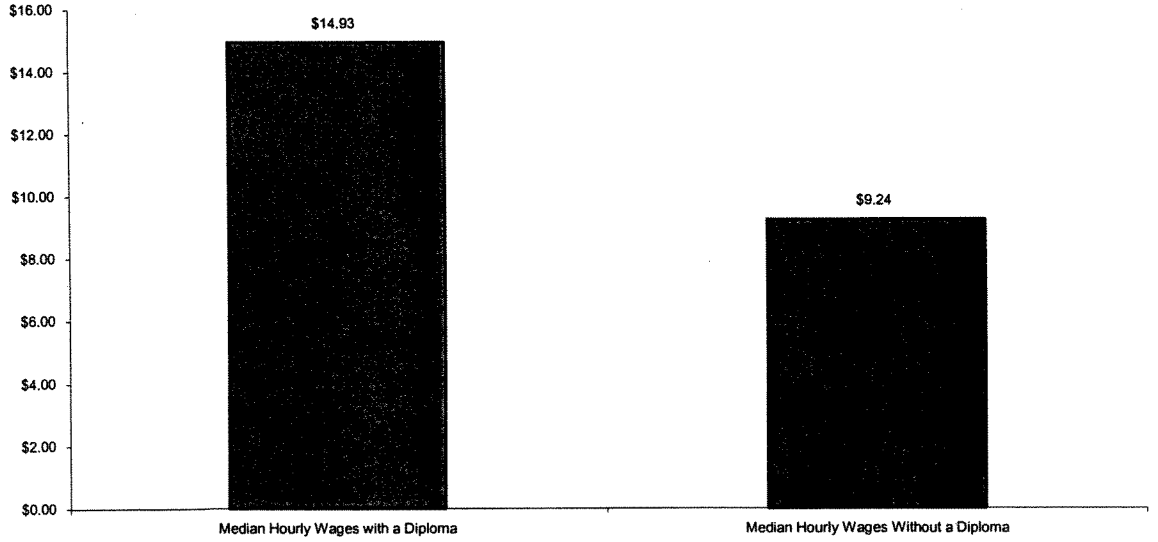
Students who exit schooling prematurely will face an uphill battle throughout their lifetimes in securing a livable wage in the knowledge-based economy. In 2002, the median earnings of those without a high school diploma was $17,000; those with a diploma had a median earnings of $30,000 (see Figure 6). The median hourly wages were $9.24 for those without a diploma and $14.93 for those with a diploma (see Figure 7).

Figure 6: Median Annual Earnings For Dropouts versus Graduates



Source: 2002 OFM Wash. State Population Survey

Figure 7: Hourly Wages for Graduates Versus Dropouts

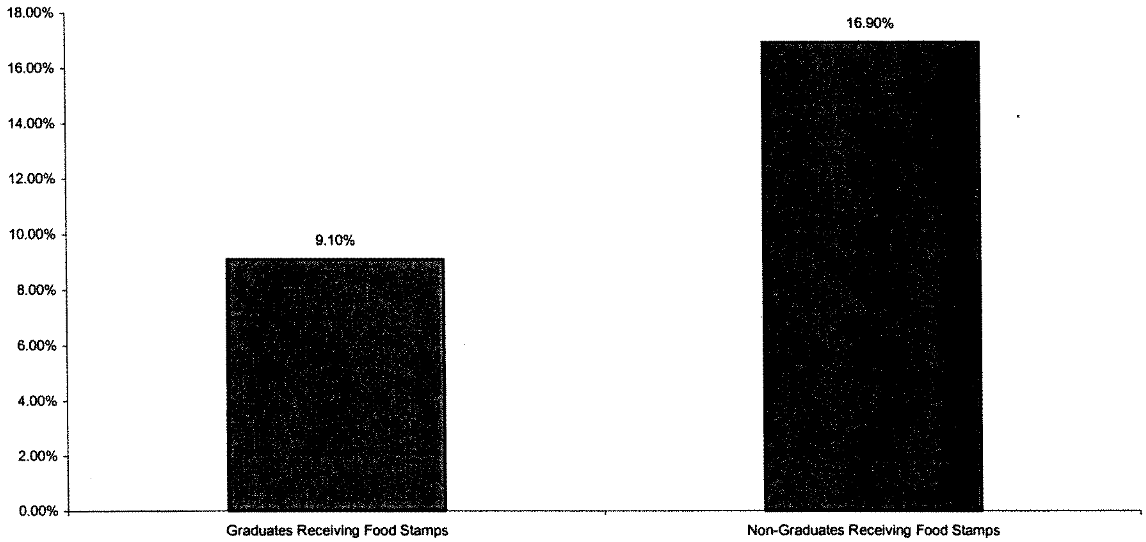


Source: 2002 OFM Washington State Population Survey

Social Costs

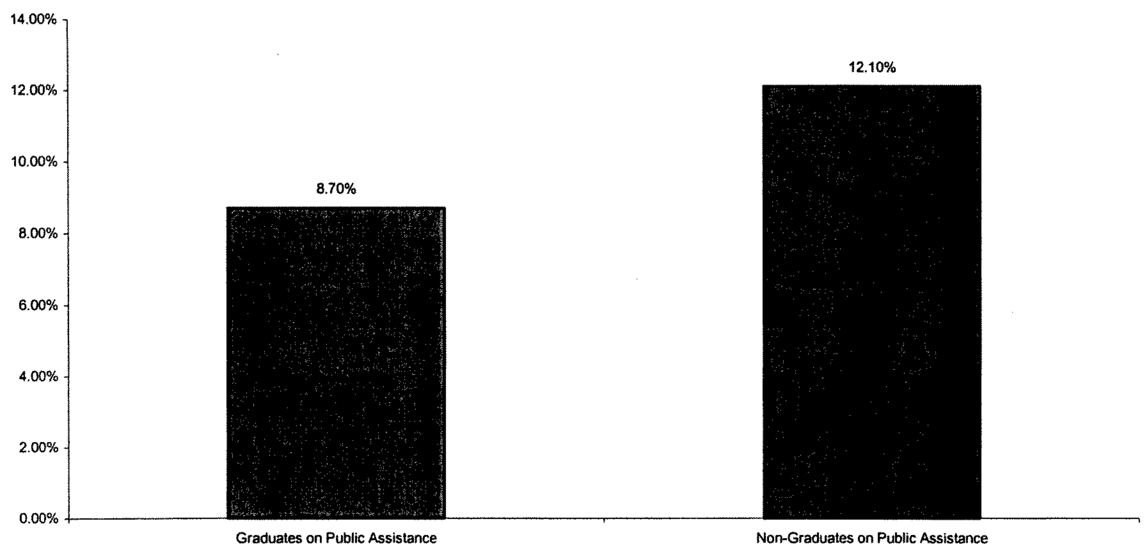
There are also high social costs associated with school dropouts. In Washington, 16.9 percent of high school dropouts are receiving food stamps compared to 8.1 percent of individuals with a diploma (see Figure 8). In Washington, there are 12.1 percent of high school dropouts on public assistance (TANF, GA, SSI) compared to 8.7 percent with a diploma (see Figure 9). We also know that about half of the individuals in prison do not have a high school diploma.[2]

Figure 8: Receiving Food Stamps



Source: 2002 OFM Washington State Population Survey

Figure 9: Receiving Public Assistance



Source: 2002 OFM Washington State Population Survey

[2] 2001 releases from prison, Department of Corrections

Best Practices

While the extent of the dropout problem is significant, most experts argue that improving the graduation rate is more doable than achieving gains on academic performance. Schools that are effective at dropout prevention among at-risk kids stress a "youth development" perspective.[3] These schools:

- have high academic expectations for students;
- provide personalized attention (small teacher/student ratios and/or strong relationships with adults, such as advocates/counselors);
- put social support systems in place;
- teach job-related skills (leadership skills, employability skills , and occupational skills); and
- a curriculum that is student centered (interests/careers) and focused on active learning.

Here's how one expert puts it from a student perspective: "Students want small schools, teachers that care, a chance to earn money, and help in dealing with personal issues."[4]

Programs that work to retrieve dropouts in the "second chance" system have identified the following youth development elements as best practices:[5]

- at least one adult has a strong stake and interest in the student's labor market success;
- strong and effective connections to employers;
- pressure and opportunities to improve educational skills and certification should be continuously present;
- the provision of support and assistance over a period of time;
- effective connections between the program and external providers of basic supports, such as housing, counseling, legal services, medical assistance, food, and clothing;
- an emphasis on civic involvement and service; and
- motivational techniques, such as financial and other incentives for good performance, peer group activities, and leadership development opportunities.

Collaboration between local school districts (the "first chance" system) and community partners (who work on retrieval in the "second chance" system) is happening in many local communities. These partnerships focus on sharing information and leveraging resources in a systemic approach to providing the youth development services identified above that are critical for preventing and retrieving dropouts. A good example of leveraging resources is re-enrolling dropouts in the K-12 system to secure Basic Education dollars. The North Central Workforce Developmental Council and some high school completion programs at the community colleges have contracted with local school districts to capture these dollars to fund their programs in exchange for payment of an administrative fee to the district. A community-wide dropout prevention and retrieval "system" provides many options and resources to ensure that children struggling at school are not "lost" in the system, only to be found months or years later and then provided support and training at a much higher personal and fiscal cost.

[3] Trade and Technology High, Dayton, Ohio (High School Plus reform model); Maya Angelou Public Charter School, Washington, D.C.; South Brooklyn Community High School, New York; Talent Development High School reform model.
[4] David Domenici, Maya Angelou Public Charter School, Washington, D.C.
[5] Source: Youth Development Principles, Sar Levitan Institute, John Hopkins University

Options for Action

1. **State and local workforce partners could work together to bring more public attention to the need to increase the high school graduation rate.** The public and key leaders in education need to be aware of low on-time graduation rates, the consequences of dropping out, and what can be done about it.

2. **State and local workforce partners could implement best practices in dropout prevention and retrieval activities and programs.** State level agencies could identify best practice models and provide incentives and technical assistance needed to implement such reforms at the local level. K-12 reforms that incorporate personalized instruction, relevant curriculum, social supports, and job-related skills (i.e., career and technical education) could be further promoted by OSPI. Workforce Development Councils, high school completion programs at the community colleges, and community-based dropout retrieval programs could systematically incorporate the Levitan principles into their operations and funding.

3. **Local communities could bring the "first chance" and "second chance" institutions together to provide an integrated dropout prevention and retrieval system that ensures all students who drop out or who are at risk of dropping out remain actively engaged in learning.** Sharing data and customer information, developing common tools (including individual career planning, support services, eligibility assessments), providing cross-training opportunities, leveraging resources (including Basic Education monies) to serve both targeted populations and universal youth services, and the delivery of services based on youth development principles could be attributes of such a system.

4. **The A+ Commission could re-examine the state's adequate yearly progress goals for high school graduation (overall and for subpopulations).** Washington's goals for education reform are established by the Academic Achievement and Accountability Commission (A+ Commission). Per the A+ Commission rule, secondary schools that are above 73 percent do not have to improve until 2014. Schools that are below 73 percent have to improve by one percentage point per year in order to demonstrate adequate yearly progress under No Child Left Behind. There are no goals for improving the graduation rate for subpopulations. In contrast, there are goals for increasing the WASL scores for each subpopulation.

5. **The current statutes (RCW 28A.175.010 and 28A.655.010) relating to the reporting of dropouts could be upgraded.** OSPI acknowledges that it does not have an accurate count as yet of the on-time graduation rate. While this will improve over the next few years with the implementation of student identification numbers, more could be done. Greater value could be placed on the importance of accurately reporting the extent of the problem by:

   - providing for 7th and 8th grade dropout reporting;
   - putting enrollment reporting requirements in statute;
   - establishing high standards for data collection;
   - providing training for school district personnel and conduct oversight of reporting to ensure accuracy; and
   - clarifying the reporting of dropout and graduation rates in the school report card.

6. **The A+ Commission could establish goals for reducing the dropout rate for 7th and 8th graders.** Currently, the Commission has identified a goal for reducing unexcused absences for 7th and 8th graders, but has no dropout reduction goal. More attention could be paid to dropout patterns at this level and clear expectations could be set.

7. **The A+ Commission could develop a system for rewarding schools and school districts that make substantial progress on improving their graduation rate.** Particular attention could be paid to alternative schools that specialize in working with at-risk populations.

Workforce Development Councils' Dropout Prevention and Retrieval Strategies

Introduction

The following report is a compilation of dropout prevention and retrieval activities and strategies in the 12 Workforce Development Councils (WDCs). The report is organized around the youth-related objectives and strategies in the 2002 state strategic plan, "High Skills, High Wages" (HSHW).

Workforce Development Councils' Dropout Prevention and Retrieval Strategies

Objective 3.1. Increase high school graduation rates.

Strategy 3.1.1. Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathway, including the achievement of the high school diploma or entrance into a postsecondary education or training program.

- **BENTON-FRANKLIN**

  Strategies:

  1. Direct WIA funds towards development of local business sites that provide opportunities for work-based learning, internships, or volunteer opportunities.
  2. Support learning methods that are relevant and meaningful for all students of employment and training programs.
  3. Encourage area youth will be to stay in school or return to school and to explore career opportunities through educational and vocational training.
  4. Provide no services to dropout youth under 18 with WIA funds sources.
  5. Support cooperation and collaboration between local organizations that provide services that target dropout and at-risk youth.
  6. Support area teachers to provide successful curricula that assists youth to:
     - Understand how individual skills and abilities relate to success in different occupations by illustrating the relationship of related occupations in a pathway.
     - Choose career goals that fit their interests and goals by choosing a pathway to explore
     - Connect school to work to their career goals by understanding the skills needed by people working in the occupations of their pathway.
     - Be self-directed learners by learning to relate classroom and community experiences to the pathway and to their personal goals.
     - Articulate their learning and goals to educators when picking a pathway and choosing a senior project, and by presenting that project to a panel of community members.
     - WDC will actualize their goals by implementing a 13^{th} year plan.
  7. Place emphasis for WIA funded programs on intensive services that will serve more youth and provide a linkage to more comprehensive services available through other fund sources. WIA funds will be directed towards activities that lead to employment and encourage youth to continue educational opportunities.
  8. Plan with school districts to obtain 13^{th} year information from school districts so that concept can be integrated with WIA ISY program activities.
  9. Ensure youth with IEP plans have a transition plan in place for post high school McKinny-Vento Act for homeless youth.

"Activities" refer to those activities cited in the narrative portion of the Crosswalks prepared by the WDCs. **"Strategies"** refer to the specific strategies in local WDC strategic plans that relate to each of the state-level strategies. The language is verbatim from the WDC narratives and local strategic plans. The Northwest WDC identified activities they had accomplished in the body of their strategic plan update. These are referred to as "Activities to date."

- **EASTERN WASHINGTON PARTNERSHIPS**

Strategies:

1. Identify and utilize tutoring and study skills programs to assist students who are experiencing difficulties with their classes.
2. Refer at-risk students to established mentoring programs.
3. Partner with school districts, community-based organizations, WorkSource partners and the Job Corps to identify high school dropouts.
4. Provide the comprehensive support services that are necessary for youths to return to and remain in school.
5. Develop career pathways for youths that will assist them in moving to employment and further vocational training opportunities.
6. Inform dropouts about available options for continuing their education such as alternative schools, Job Corps and high school completion programs.
7. WorkSource partners will offer targeted outreach to out-of-school youths that are unemployed or underemployed.
8. Youth service providers will assist out-of-school youths in securing vocational training through apprenticeships, community colleges, Job Corps Centers or private training programs that can lead to high skill jobs.

- **NORTH CENTRAL**

Activities:

1. All youth in learning centers receive Integrated Basic Skills instruction that links academic instruction with workplace preparation following the Secretary's Commission on Achieving Necessary Skills (SCANS).
2. All youth build upon an Individual Service Strategy which includes a career goal. Exploration of the career requirements through tools such as the Washington Occupation Information System (WOIS) provide information to students about career preparation and post-secondary apprenticeship or formal education.
3. Learning Center graduation celebrates student achievement and reinforces the message about the importance of teaming; GED graduates are encouraged to apply for ITA, Pell and scholarships to attend postsecondary vocational education/
4. Provide internships to youth at entry-level wages. Youth behind in credits are provided with a year-round means of earning credits toward high school graduation through the Learning Center; WVCC provides ssset testing, pre-lOO level courses, and GED testing centers at both campuses.
5. DVR provides orientation information to all high schools for disabled students. Complete application for DVR services prior to high school senior graduation; Big Bend Community College is actively involved with Central Washington State University, Washington State University and local school districts to ensure youth achieve core skills.
6. All students are taught "core work standards" that address soft skills or basic work skills in their vocational classes.
7. All students encouraged to continue their education and training past high school.

8. All students have access in the careers center of postsecondary institutions across the nation. Thirteen individuals earned their GED through intensive services at the Omak and Brewster Learning Center between June of 2000 and February of 2001— most were youth. Calendar year 2001—23 receive GED (not duplicated with January/February above) Year 2002 to January 2003 15 received GED. To date we have had two youth go on to college. One graduated from Skagit Valley Community College; another started at Skagit and is now at Eastern and has passed LSAT—able to attend the University of Washington or Gonzaga law schools. Other youth have taken and passed Certified Nurse Aide (CNA) courses.

Strategies:

1. Inform educators about skill standards and core competencies.
2. Integrate core competencies into the curriculum at all levels.
3. Expand ethical decision-making training.
4. Establish workplace/classroom collaborations for the purpose of developing effective employer-oriented curricula.
5. Identify industry skill standards and ensure that secondary and post-secondary vocational-technical programs include these standards.
6. Provide programs for out-of-school youth that lead to high skills/high wages employment.
7. Increase the number of educational experiences that provide "hands-on" learning.
8. Research reasons for high drop out rates and develop strategies to address the causes.

- **NORTHWEST**

Activities:

1. Youth programs play a key role in ensuring that in school youth who are at risk of dropping out of school have access to services to complete high school, define a year plan to enter, retain in and complete.

Activities to Date:

1. Workforce Skill Standards are embedded in all WIA curricula and all WIA youth and WIA adult program services Year round Service, Knowledge, Youth (SKY) project includes GED and workplace skills preparation for school dropouts.
2. Partner with Pacific Northwest Trail Association/Sedro Woolley School District.
3. Prepare youth for success in work and school including workforce skills standards and academic standards.
4. Through work-based learning and sites' competency based tools, such as the Learning and Employability profile, the youth program partnered with local school districts in meeting the goals of the Essential Academic Learning Requirements in:
   - Applying a strong level of academic proficiency in English, mathematics, science and social studies.
   - Developing and practicing skills in critical thinking and problem solving.
   - Possessing a focus and/or plan for the future as well as the ability to reevaluate and amend academic and employment goals as needed.

- Interact and communicate with others; Function effectively in a organization and the team.
- Demonstrate a positive work ethic.
- Participation in School to Work/TechPrep teacher institute to instruct teachers how to incorporate Workforce Skill Standards and job specific skill standards into curriculum.

5. Deception Pass and Skills Knowledge Youth (SKY) projects from Summer Youth Program incorporate and integrate WSS and Essential Academic Learning Requirements (EALR) to teach and document learning in workforce skills standards and academic standards, as well as, prepare youth for success in work and school.
6. Established annual skill gain goals for younger youth which incorporate goal statement and ratings used on the Learning and Employability Profile, used to evaluate student learning in classroom and work-based settings. Coordination of services for TANF youth to remain in school, attain high school diploma or GED and/or enter into employment.

- **OLYMPIC**

Activities:

1. Monitor the success of state-required programs such as "Pathways" and work with local school districts to provide information and services to students, parents, employers which enhance these programs; develop coordination and referral systems to ensure that eligible dropouts and at-risk youth are served, and develop strategies to eliminate artificial barriers to WIA services for dropouts.

Strategies:

1. Inventory existing dropout prevention and retrieval programs and identify WIA services and community resources that will enhance their efforts.
2. Explore with each local school district concrete ways to enhance their strategies utilizing WIA services and available community resources.
3. Develop coordination and referral systems to ensure that eligible dropouts and at-risk youth are served.
4. Formalize partnerships with schools through Memoranda of Understanding that specify roles and responsibilities in coordinated dropout retrieval and prevention efforts.
5. Develop strategies to eliminate artificial barriers to WIA services for dropout.
6. Encourage homework clubs, tutoring, mentoring, summer programs, and other ways of helping children and youth learn.
7. Work with DSHS WorkFirst staff to expand linkages to community colleges and other available programs.
8. Minimize barriers to access Tech-Prep opportunities through options such as direct transportation.
9. Increase the number of Tech-Prep articulated courses.

- **SEATTLE-KING COUNTY**

Activities:

1. Addressing the challenge of enabling workers to make smooth transitions is integrated into each of the WDC's three major goals. Inherent in the goal of building a comprehensive youth system is the assurance that the system will pay particular attention to all of the critical transition points for youth. This is clearly stated in one of our objectives: "provide services geared to address the transition needs of youth as they move from school to school, school to work, out of school to reentry programs, juvenile facilities to mainstream community, and out of school to education and employment opportunities." This objective specifies that WIA and leveraged resources will be targeted to the critical services provided during transitional stages. The importance of smooth transitions also permeates this goal through its consistent focus on building an integrated, system-wide approach to youth development that includes all of the parties who touch on the lives of youth.

Strategies:

1. Implement measures to better accommodate and remediate youth barriers such as substance abuse, disabilities, mental health, etc.

- **SNOHOMISH**

Activities:

1. The Youth Council provides guidance on the utilization of WDC resources to achieve this objective. The Youth Council focuses considerable resources on dropout prevention strategies to ensure that in-school youth in WIA funded programs receive the supports needed to be academically successful and obtain high school diplomas. Additionally, the Youth Council has directed that programs be designed to provide sustained intervention starting with the transition from 8th to 9th grade that supports career awareness development and planning and the provision of case management support to youth until stabilized in a 13th year plan which may include postsecondary education or training, employment, or participation in a streams of service program such as AmeriCorps. For out-of-school youth, services are focused on earliest possible intervention to get youth back into a GED preparation or high school completion program as appropriate through credential attainment and stabilization in a 13th year activity For both in and out-of-school youth, experiences will be coordinated within the following Department of Education career clusters consistent with the interests of each youth: Architecture and Construction; Business, Management, and Administration; Education and Training; Finance; Government and Public Administration; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, and Security; Marketing, Sales, and Service; Science, Technology, Engineering, and Mathematics; and Transportation Distribution and Logistics.

2. The WDC continues to seek out programs and funds, such as the AmeriCorps*State program to support the expansion of these activities to make them available to all youth in Snohomish County.

Strategies:

1. The WDC and Youth Council work with school districts to analyze issues for students dropping out of schools and to develop alternative and customized programs to re-engage students in school. These factors assist the Youth Council to develop prevention strategies that are made available to all school districts. Protective factor and asset development are both important strategies for assisting youth to stay in school. Both protective factor and asset development strategies are linked to efforts of workforce through youth service agency programs and programs in the school districts: (a) Identify factors that contribute to students dropping out of school and work with school districts and providers to respond with prevention strategies. (b) Expand the community infrastructure by increasing the number of WorkSource portals for youth. Transportation is a significant issue for youth who live in communities throughout Snohomish County. Therefore, the WDC is focusing on expanding the number of youth-friendly portals to the WorkSource system in a number of ways. First, the WDC has certified a WorkSource Youth Center. The WDC is in the process of certifying school district career centers as WorkSource affiliate sites with the long-term goal of certifying all career centers in Snohomish County. The WDC is working with other youth serving agencies to create self-service sites. The WDC is also working with community partners to develop integrated service delivery strategies for specific populations of youth such as young offenders and youth ageing out of the foster care system. Additionally, the WDC is working with Employment Security Department to establish youth-friendly universal access services at each of the two full-service WorkSource Centers. The WDC is committed to increasing universal access options for Snohomish County youth through continued leveraging of funds, particularly the leveraging of non-WIA funds to serve in-school youth. Finally, the WDC's Youth Council takes a strong and decisive role in advocating for the needs of youth, locally, statewide, and nationally. (c) Create community partnerships that will assist eligible youth in securing necessary services. Partnerships with other youth agencies are critical to ensuring that eligible youth secure necessary services. Through the WDC's Youth Council, key youth service agencies are engaged in discussion about needs and gaps in services for youth. Cooperative grant writing and cooperative agreements are utilized to facilitate linking youth employment programs with community efforts. Additionally, a wide range of youth serving agencies have offices within the WorkSource Youth Center. (d) Provide extended support services and advocacy to achieve long-term self-sufficiency for youth. Providers of youth employment and training programs are utilized along with follow-up strategies of the Youth Council to provide extended follow-up services leading to self-sufficiency.
   (e) Conduct assessment of best practices and review of outcome data to continually improve services to youth. The WDC is committed to utilizing best and most promising practices in awarding WIA formula and 10 percent youth program contracts. Youth programs are also analyzed against outcome reports and continuous improvement processes. The Youth Council conducts a review of programs, conducts research on best practices for integrated programs, and reviews continuous improvement efforts. The assessment informs the budget and program design for each program year. (f) Develop a

system that is outcome driven. Outcome measures from both state and federal indicators are being used to measure performance. Certified youth providers and other youth agencies review outcome measures and performance to determine to what extent shared programs can improve performance.

2. Keep students in school and re-engage dropout youth through an engaging applied learning curriculum that focuses on foundation skills, life and support skills, and leadership opportunities. Promote school district strategies that focus on supporting disadvantaged youth to engage in skill development, leadership opportunities, and academic skills. The WDC works with targeted school districts to develop broader access for low-income, eligible youth to participate in workforce programs. Strategies include improving follow-up methods with Individual Education Plan students; marketing workforce and youth programs to school superintendents, principles, and vocational counselors; and working in partnership with school districts to increase the use of skill development, leadership training, and academic skill programs. The WDC will survey school district career specialists to determine needs for workforce development training and will schedule trainings on in-service days. The WDC will promote increased use of community service and service learning opportunities as supportive of youth development and the community.

- **SOUTHWEST WASHINGTON**

Activities:

1. Activities funded through WIA in-school programs will focus on high school graduation and improving basic skills. The plan calls for the alignment of curriculum between K-12 and post-secondary training that promotes core skills and streamlines the entrance into postsecondary education, and the increase in math and science skills that are core skills to almost all high demand occupations.

- **SPOKANE AREA**

Strategies:

1. Encourage WTECB to endorse the use of real-life (practical applications) testing to determine skill levels for the WASLs.
2. Enhance and expand, including advocating for funding, credit retrieval programs, after school programs and summer programs that help students stay in school.
3. Create freshman communities to support students staying on track to graduate with their class.
4. Increase adult business mentorships to a broad spectrum of secondary school students. Create a pool or clearinghouse of business volunteers.
5. Advocate for employability skills to be required for all high school graduates.

- **TACOMA-PIERCE**

Activities:

1. Youth may receive WIA ten elements services including career guidance and encouragement to stay in school through seven organizations that contract with the WDC. In addition to comprehensive WIA services provided by all the seven, the WDC has contracted for intensive mentoring services for all the youth involved in the system. It will strengthen the summer offerings by its contractors this year and will be establishing a youth-oriented website in PY 2003.

Strategies:

1. Increase the leadership foundation students receive as they move through critical transitions, such as from middle school to high school and from school to work
2. Increase retention of high school students through support of models such as the Fresh Start joint initiative of Tacoma Community College and Tacoma Public Schools.
3. Increase drop out rates through better collaboration between youth service providers and school districts.

- **TRI-COUNTY**

Activities:

1. The Council and workforce partners will work cooperatively to with local school districts to ensure youth achieve core competencies.

Strategies:

1. Develop programs and organize efforts to assist the dropout students with school reentry to achieve a high school diploma or access alternative education opportunities for GED completion.
2. Develop programs that focus on development of basic education skills for high mobility students, migratory students and students of farm families.
3. Develop tutoring programs that will assist students in mastering reading, writing, and math skills.
4. Develop employer mentoring/counseling programs to help dropout youth understand their employment potential.
5. Link "second-chance" programs for youth who are out-of school with the "first-chance" system for youth who are in school.

Strategy 3.1.2. Expand summer programs to address the education and employment needs of "at risk" students.

- **BENTON-FRANKLIN**

  Strategies:

  1. Continue WIA funded program design that provides work-based learning sites for summer youth activities that allow youth to explore district recognized career pathways.
  2. Ensure that all WIA funds are directed to at-risk youth.
  3. WDC actively support funding to K-12 summer career and technical education programs.

- **EASTERN WASHINGTON PARTNERSHIPS**

  Strategies:

  1. Include work-based learning as an integral part of the summer youth employment program.

- **NORTH CENTRAL**

  Activities:

  1. Summer activities target impoverished youth with outdoor hands-on, project-based, and applied basic skills learning projects and work experiences; Career Quest is an acclaimed motivational experience attended by nearly 300 youth, parents, and career representatives for government and industry.
  2. The summer design includes half-day classroom basic skills training and half-day paid work experience. Special activities like the WSU/4H Challenge Course and Central Washington University Business Week also enhance the variety of summer learning; Plans in process for 6 community work-based projects for at-risk youth with benefits to several entities/resources/partnering agencies including Senior Housing complex at Deaconness Apartments in Wenatchee (landscaping proposed); WVC has three one-week summer programs: Migrant Week; Impact Institute; Career Opportunities.
  3. Big Bend Community College has summer school space available as well as food and housing services on campus. Unlike the other quarters, Big Bend Community College is not operating at capacity during the summer.
  4. Summer program activities are planned for at-risk youth throughout the Okanogan County. Have run "experiential projects" where students earn high school credit and receive structured learning about the world of work in paid summer jobs.

- **NORTHWEST**

  Activities:

  1. The youth programs focus on working with at risk in school youth in assisting young people in completing their high school diploma (through credit make up, tutoring) and develop their future work or training plans. The summer component offers the opportunity to provide contextual learning projects such as Deception Pass State Park, SKY and the Best SELF Program. Summer program will initiate "health camps" in 2003 combing career exploration and work-based learning opportunities.

- **OLYMPIC**

  Activities:

  1. Explore the connection of summer jobs programs with summer school and developing a similar year-round program; along with designating an ad hoc committee to work with schools and StW consortia to inventory current StW programs and determine how to incorporate WIA services to eligible youth (e.g., internships, job shadowing, mentoring, summer school programs, and access to labor market information).

- **SEATTLE-KING COUNTY**

  Activities:

  1. The WDC will engage the broader community in securing funding to provide summer education and employment opportunities to youth in the Seattle/King County area.

- **SNOHOMISH**

  Activities:

  1. The WDC is seeking to operate an AmeriCorps*State program through which summer educational, employment, and other developmental activities will be provided to at-risk youth throughout Snohomish County. The intent of such activities is to provide meaningful developmental experiences that increase each youth's awareness of opportunities and supports her/his return to school in the Fall.
  2. In and out-of-school WIA youth programs deliver summer services that connect classroom-based academic enrichment activities with work-based learning opportunities.
  3. Host a youth job fair each Spring to help connect youth with summer employment opportunities.
  4. Developed the Teen Yellow Pages in partnership with the Edmonds Police Department and Campbell Nelson Volkswagen. The Teen Yellow Pages provides a comprehensive array of support services for community youth.

- **SOUTHWEST WASHINGTON**

Activities:

1. Providers, students, and advocates will develop recommendations for Southwest Washington WDC to make training more accessible and effective for at-risk populations.

- **SPOKANE AREA**

Strategies:

1. Advocate for reinstatement of summer funding for the SKILLS Center.
2. Coordinate and publicize academic/enrichment summer camps and programs
3. Advocate for funding summer programs that provide a meaningful relationship between work and education, i.e., the SPEDY model.
4. Establish summer programs for at-risk youth that include mentoring, work experience, internships and other business-related activities.

- **TACOMA-PIERCE**

Activities:

1. Allocated $300,000.00 to existing programs to develop and operate summer work experience programs connected with their WIA year-round programs.

- **TRI-COUNTY**

Activities:

1. Coordinate with local school districts and youth providers to for credit retrieval, upgrading basic skills, and tutoring.

Strategy 3.1.3. Enhance educational attainment of career and technical education students with limited English proficiency.

- **BENTON-FRANKLIN**

  Strategies:

  1. Employer Linkage Committee will coordinate with Youth Council to ensure information on career pathways as defined by education and training institutions is shared with local business.
  2. Youth Council will: (a) work with partner organizations to ensure all area programs and services are delivered in a manner that provides access to LEP students and that the appropriate support mechanisms are in place for them to success[sic] in achieving their career goals; (b) coordinate with other area programs to tap the various resources available to meet the individual's training needs; and (c) ensure programs and strategies are designed for meeting the challenges of workforce development and are aligned to maximize coordination with other fund sources; increase access and opportunities for basic skills and English as a second language instruction; provide assistance for older immigrant youth to access services and make connections to organizations that can resolve citizenship issues so they can take part in education and training services
  3. Job Seeker Services Committee will: (a) work with partner organizations to ensure all area programs and services are delivered in a manner that provides access to LEP students and that the appropriate support mechanisms are in place for them to success in achieving their career goals; (b) coordinate with other area programs to tap the various resources available to meet the individual's training needs; (c) increase access and opportunities for basic skills and English as a second language instruction; (d) ensure programs and strategies are designed for meeting the challenges of workforce development and are aligned to maximize coordination with other fund sources; (e) Provide assistance for older immigrant youth to access services and make connections to organizations that can resolve citizenship issues so they can take part in education and training services; (f) ensure area programs/services delivered to provide access to LEP and increase access and opportunities for basic skills and ESL; and (g) explore Employer Network with a Social Security representative when implemented in 2004

- **EASTERN WASHINGTON PARTNERSHIP**

  Strategies:

  1. Increase the number of literacy and ESL tutors throughout the Workforce Development Area.

- **NORTH CENTRAL**

Activities:

1. All five learning centers have bilingual/bi-cultural staff to assist youth and adults; Limited English Pathway—approximately 9 percent of student population in learning centers; Added computer based English Language Learning System for Limited English Proficient students.
2. Ongoing communications/relationships with school district counselors to retrieve Limited English dropouts; ABE, ESL, Transitions programs; Bilingual programs in Health Care, Early Childhood Development, Building Technology; Vocational rehabilitation counselor provides case management and technical support for clients with LEP; Learning Centers in Moses Lake and Othello are staffed with bi-lingual instructors and assistants. Educational courseware includes Sequoyah, Destinations, Reading Plus, ELLIS.
3. The Othello Learning Center offers orientations in Spanish and English; The Othello Learning Center offers, in conjunction with Employment Security, a monthly combined workshop which covers Assessment of Career Excellence and Employment Security's Job Hunter class; Recently opened the Opportunity Center purchased by the Big Bend Community College Foundation. The Opportunity Center is dedicated to Adult Basic Education and English as a Second Language; Limited English students are provided extra time in careers center with recruiters from colleges and programs.
4. LEP students have field trips to Big Bend Community College and Job Corps.
5. LEP comprise half of the students at the Brewster Main Street Learning Center. Staff at this location are all bilingual Spanish. Students are working on computer assisted learning programs and in special break-out sessions.

- **NORTHWEST**

Activities:

1. ESL students receive basic and work readiness skills training which includes career and technical educational students. All in school youth are encouraged and supported in accessing tech prep credits around career and technical education with placement and retention in post secondary programs. Introduction to Health Careers class targeted low income ESL population.

- **OLYMPIC**

Activities:

1. The Consortium's service providers work with local ESL programs to ensure that participants have access to these resources.

- **SNOHOMISH**

  Activities:

  1. The WDC funds educational support programs for in and out-of-school youth who are low-income and have additional barriers to employability development and employment, including limited English proficiency. These programs are designed to increase the English proficiency and academic performance of youth through the provision of services and activities that support school-based academic instruction. Such services and activities include instruction in career awareness and planning to help students with limited English proficiency make informed career development choices. These services also include tutoring and case management through high school or GED completion into 13th year plan implementation. The WDC continues to build its cadre of streams of service members to support these efforts. The WDC will also explore the development of opportunities for education and training that incorporates both native languages and English to meet the needs of youth in the community.

- **SOUTHWEST WASHINGTON**

  Activities:

  1. Develop a plan to make training more appealing and effective for students and at-risk populations. WIA in-school and out-of-school youth programs will focus activities on increasing basic skills attainment and graduation rates of youth.

- **TACOMA-PIERCE**

  Activities:

  1. Tacoma Community House provides extensive services to recent immigrants, strategy in especially in language-related areas. Centro Latino also serves immigrant youth, plus coordinating with Tacoma Public Schools as an alternative school site. My Service Mind targets Asian minorities and helps draw from Lakewood, one of Pierce County's larger cities.

- **TRI-COUNTY**

  Activities:

  1. Continue to support outreach to students with limited English proficiency and sustain and develop new partnerships and programs that provide services to the Limited English Proficient to enhance educational opportunities.

TAB 4

WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATON COORDINATING BOARD
MEETING NO. 93
SEPTEMBER 30, 2003

PERFORMANCE TARGETS FOR YEARS FOUR AND FIVE OF THE WORKFORCE INVESTMENT ACT TITLE I-B

In May 2003, the Department of Labor accepted Washington State's performance targets for the federally required performance measures for Workforce Investment Act (WIA) Title I-B for Years Four and Five. Year four of WIA began on July 1, 2003. Remaining to be done are the identification of year four and five targets for the state measures for WIA Title I-B and the setting of local Workforce Development Area targets for the federal and state measures. Each year the Board uses the local targets in order to analyze local performance and allocate state incentive dollars for WIA Title I-B performance. This paper proposes the state targets and a process for establishing local targets.

The proposed **state targets** are based upon the actual results for year two and year three of WIA, plus continuous improvement on most measures. Should economic conditions change or program participants become harder or easier to serve, the targets will be mathematically adjusted in the future to reflect such changes. At the end of the tab is a detailed explanation of how staff identified the proposed state targets.

Local targets, according to WIA (Sec. 136(c)), are based upon the state targets and take into account local economic conditions and participant demographics. The proposed process for setting local targets relies as much as possible on mathematical adjustments of the state targets in order to account for local economic conditions and characteristics of program participants. The process also allows for local areas to negotiate with the state, should they disagree with the proposed targets. After negotiations, Board staff will return to the Board in January for ratification of the local targets.

Board Action Requested: Adoption of the recommended motion.

RECOMMENDED MOTION

WHEREAS, One of the central functions of the Workforce Training and Education Coordinating Board is setting performance targets for workforce development programs; and

WHEREAS, The Board has reached agreement with the Department of Labor on the performance targets on the federal measures for Title I-B of the Workforce Investment Act; and

WHEREAS, The Board has identified performance targets on the state measures for Title I-B based upon continuous improvement from past performance; and

WHEREAS, The Board has identified a process for setting local targets based upon the state targets, adjustments for local economic conditions and demographics of program participants, and negotiations with local areas.

NOW, THEREFORE, BE IT RESOLVED, That the Workforce Training and Education Coordinating Board approve the proposed performance targets for years four and five of the Workforce Investment Act Title I-B and the proposed process for establishing performance targets for local Workforce Development Areas.

PROPOSED STATE PERFORMANCE TARGETS FOR YEARS 4 AND 5 OF THE WORKFORCE INVESTMENT ACT TITLE I-B

Performance Measure	New Targets: Proposed PY03 (Year 4)	New Targets: Proposed PY04 (Year 5)
Adult Measures		
Credential Rate	63.0%	65.0%
Employment (Qtr 3)	74.0%	75.0%
Annualized Earnings (Qtr 3)	$17,241	$17,758
Participant Satisfaction	90.0%	90.0%
Dislocated Worker		
Credential Rate	70.0%	72.0%
Employment (Qtr 3)	81.0%	81.0%
Annualized Earnings (Qtr 3)	$26,128	$26,912
Participant Satisfaction	89.0%	89.0%
Youth Measures		
Credential Rate (Age 17+ at exit)	67.0%	69.0%
Employment or Further Education (Qtr 3)	68.0%	70.0%
Annualized Earnings (Qtr 3)	$8,182	$8,591
Participant Satisfaction	94.0%	94.0%
Employer Satisfaction		
Satisfaction with Recent Trainees	74.0%	N.A.

PROPOSED PROCESS FOR ESTABLISHING LOCAL WORKFORCE DEVELOPMENT AREA PERFORMANCE TARGETS FOR THE WORKFORCE INVESTMENT ACT TITLE I-B

October: Workforce Board staff will calculate proposed targets for the local areas based upon the state targets and local economic conditions and demographic characteristics. The proposed local targets will be the state targets plus or minus any difference due to local economic or demographic affects that vary from the state average. For instance, if an area's unemployment rate is higher than the state average, the local target for entered employment will be lower than the state's target (if all other variables are the same). The impacts will be estimated using the mathematical regression models that Workforce Board staff uses in negotiating targets with the Department of Labor (DOL). Consideration will also be given to past performance so that targets are not unreasonably different than what has been achieved in the past.

November and December: Local areas either accept the proposed targets or ask to negotiate targets they disagree with. In that case, Workforce Board staff and representatives of the local area will meet and attempt to arrive at a mutually acceptable agreement.

January: The Board has two options for reaching conclusion: It could consider and take action on any targets that remain in dispute between a local area and Workforce Board staff.

Alternatively, the Board could act to approve all the local targets. (There are 12 local areas and 29 targets per area.)

Factors Considered in Setting Proposed State

		Past Performance with Current Data and Definitions: PY00 (Year 1)	PY01 (Year 2)	Aug-03 (Year 3	New Targets: Proposed PY03 (Year 4)	Proposed PY04 (Year 5)	Rationale for proposed target
Adult Measures							
Adult Credential Rate	Target	N.A.	N.A.	N/A	63.0%	65.0%	Encourage more training
	Actual	N.A.	61.4%	61.4%			
Adult Employment (Qtr 3)	Target	69.0%	70.0%	72.0%	74.0%	75.0%	Improve on Year 3 progress
	Actual	69.8%	70.9%	73.8%			
Adult Earnings (Annualized Qtr 3 if not in school)	Target	$15,441	$15,905	$16,382	$17,241	$17,758	Year 3 plus 3 percent for Year 4 and plus 3 percent for Year 5
	Actual	$14,195	$15,718	$16,739			
Adult Satisfaction	Target	89.0%	N.A.	89.0%	90.0%	90.0%	Already high performance
	Actual	85.8%	N.A.	91.0%			
Dislocated Worker Measures							
Dislocated Credential Rate	Target	N.A.	N.A.	N/A	70.0%	72.0%	Reverse decline in training
	Actual	N.A.	70.9%	63.1%			
Dislocated Employment (Qtr 3)	Target	78.0%	78.0%	78.0%	81.0%	81.0%	See small improvement
	Actual	80.2%	79.8%	78.0%			
Dislocated Earnings (Annualized Qtr 3 if not in school)	Target	$23,884	$24,362	$24,850	$26,128	$26,912	Year 3 plus 3 percent for Year 4 and plus 3 percent for Year 5
	Actual	$23,083	$24,635	$25,367			
Dislocated Satisfaction	Target	87.0%	N.A.	87.0%	89.0%	90.0%	Already high performance
	Actual	86.9%	N.A.	89.7%			
Youth Measures							
Youth Credential Rate (Age 17+)	Target	N.A.	N.A.	N/A	67.0%	69.0%	Improve on Year 3 progress
	Actual	N.A.	59.1%	65.9%			
Youth Employment or Education	Target	63.0%	65.0%	66.0%	68.0%	70.0%	Return to Year 1 and improve
	Actual	68.3%	79.7%	61.8%			
Youth Earnings (Annualized Qtr 3 if not in school)	Target	$6,920	$7,680	$8,540	$8,182	$8,591	Year 3 plus 5 percent for Year 4 and plus 5 percent for Year 5
	Actual	$7,176	$8,237	$7,792			
Youth Satisfaction	Target	94.0%	N.A.	94.0%	94.0%	94.0%	Already high performance
	Actual	94.6%	N.A.	93.4%			
Employer Satisfaction							
Satisfaction with Recent Trainees	Target	N.A.	69.0%	N.A.	74.0%	N.A.	Improve on Year 2 performance
	Actual	N.A.	72.1%	N.A.			

9/23/03

Detail of Rationales

Adults: Targets are based mostly on Year 3 results as available in August-September 2003. Year 3 results shown for credentials in the table are for exits from October 2001 through September 2002. Results shown for employment rates and earnings are for exits from October 2001 through March 2002 (one-half of Year 3). Results shown for participant satisfaction are from surveys of participants who exited between July 2002 and March 2003 (three-quarters of Year 3).

Year 4 and 5 credential rate targets are set at roughly 1.5 and 3.5 percent above the performance levels of PY01 and PY02. Increases in credential rate targets encourage programs to provide occupational training, an activity that can lead to credentials. Almost two-thirds of the adult participants who exited in Year 1 had occupational training. In Year 2 this percentage dropped to 59 percent and in Year 3 to 58 percent. Increases in the state credential target should help to discourage further reductions in occupational training. Federal credential rate targets apply only to participants who receive occupational training and are not affected by reductions in the use of occupational training.

Year 4 and 5 employment targets, at 74.0 and 75.0 percent, are set slightly above Year 3 performance (currently 73.8 percent). The Year 4 earnings target is set 3 percent above current Year 3 results. The Year 5 target is set 3 percent above the Year 4 target. Adult employment and earnings measures are based on results for the third quarter after exit for those participants who are not in further education or training during that quarter. The earnings amount is the median earnings in the quarter adjusted for inflation and multiplied by four to provide an annualized amount.

Adult participant satisfaction is measured using questions added to the federal customer satisfaction survey. We ask two questions: "How well did the program services meet your objectives?" and "Overall would you say that you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with program services?" An index is made out of the positive responses to these questions. Satisfaction is measured separately for adults, dislocated workers, and youth. (The federal satisfaction measure does not break out the populations separately.) Our targets were set at 89.0 percent for Years 1, 2 and 3, slightly above the 88.2 percent baseline. We propose raising the targets for Years 4 and 5 to 90.0 percent, reflecting the increased satisfaction shown in Year 3.

Dislocated Workers: Year 4 and 5 credential rate targets are set at and above the Year 2 performance level and are 7 and 9 percent above the performance level measured for Year 3. Setting the credential rate targets above Year 3 levels provides a strong incentive for programs to provide occupational training, an activity that can lead to credentials. Seventy-seven of the dislocated worker participants who exited in Year 1 had occupational training. In Year 2 this percentage dropped to 73 percent and in Year 3 to 62 percent. The drop in credential rates between Year 2 and Year 3 likely stems directly from this reduction in training activity. Basing Year 4 and Year 5 targets on Year 2 performance is intended to increase the provision or occupational training to levels higher than seen in Year 3.

Year 4 and 5 employment targets, at 81.0 percent, are set slightly above the performance levels seen in Years 1 through 3. The Year 4 earnings target is set 3 percent above current Year 3 results. The Year 5 target is set 3 percent above the Year 4 target. The dislocated worker participant satisfaction targets for Years 4 and 5 are set at 89 percent, reflecting the increased satisfaction levels shown in Year 3. Satisfaction targets for Years 1, 2, and 3 had been 87.0 percent.

Youth: State youth targets are the most difficult to set. DOL sets separate performance targets for younger youth and older youth, reflecting the fact that the targets appropriate for youth who return to high school at exit should differ from those for older, often out-of-school, youth. Washington's state measures were adjusted last year to account for some of the unintended consequences of creating combined measures that included older and younger youth.

Year 4 and 5 credential rate targets are set at roughly 1.0 and 3.0 percent above the performance levels of Year 2 and Year 3. Increases in credential rate targets are intended to encourage continued progress in providing youth with occupational and educational credentials. State youth credential rates are measured only for youth who are 17 years of age or older at exit. This exclusion is designed to recognize that younger youth are unlikely to obtain a high school diplomas or GEDs, the most common types of credentials obtained by youth.

The state youth employment measure is calculated differently from the state employment measures for adults or dislocated workers. For adults and dislocated workers, the employment rate is calculated for participants who are not in further education or training during the third quarter after exit. For youth employment (described as employment or education in the table) the target measures the percent of youth who are either employed or enrolled in further education during the third quarter after exit. This measure was revised in Year 2 to include both secondary and postsecondary education in the definition of "further education."

Baselines for this measure were set using the year-round JTPA youth program serving older, out-of-school, youth. By the middle of Year 2 it became clear that large numbers of younger youth were participating in summer programs and returning to high school at exit. This outcome was not being treated as a positive one in the state employment measure. Employment rates measured without the "further education" component dropped from 52.9 percent in Year 1 to 46.6 percent in Year 2 as the percent of those over 17 at exit dropped from 59 percent to 50 percent. Unless corrected, the failure to treat return to high school as a positive outcome was discouraging programs from enrolling younger youth. To correct this, we added return to secondary education as one of the educational outcomes that would produce a positive result.

This change now presents a problem for setting proposed Year 4 and Year 5 targets. Year 3 results, at 61.8 percent employment or further education, are down substantially from the 79.7 percent result for Year 2. Reversing the trend seen in Year 2, Year 3 exiters contain the oldest cohort of youth participants seen to date, with almost 63 percent over the age of 17 at exit. While employment in the third quarter after exit is up—to almost 55 percent, the proportion returning to secondary education at exit is reduced from 42 percent of exiters in Year 2 to only 11 percent in Year 3, bringing the combined employment and further education measure down by almost 20 percentage points from its Year 2 peak.

Results for Year 3 will increase somewhat when we get our final match of community college enrollments included in the totals. In addition, we have asked WDCs to clean up information on enrollment in secondary education at exit as reflected in SKIES. However, at this time it is difficult to determine which baseline, Year 2 or Year 3, is the most appropriate one for use. In the end, we chose Year 1 as a baseline (mid-way between Year 2 and Year 3) and propose that improvement begin from Year 1 levels. It will be difficult to select appropriate state targets on youth measures until the program settles down. Results appear to depend heavily on the age-mix of participants. We will want to make sure that the regression models used to adjust targets for this measure include age as a predictive factor and will need to evaluate the appropriateness of Year 4 targets when Year 4 data become available.

Youth earnings targets were also adjusted to correct for the return-to-high school problem. Results for Years 1 and 2 were initially below $7,000 per year. This likely stemmed from including the earnings of high school students who were working part-time while attending high school. The exclusion of youth participants who returned to high school at exit raised annualized earnings reported in the measure. It is not completely clear why the youngest group of exiters (in Year 2) should have higher earnings amounts than the exiters in Year 1 and Year 3. Perhaps the youth who graduate from high school, exit, and go on to work do better than the older cohorts who exited in Years 1 and 3. Our Year 4 and Year 5 targets were based on results for Year 3, increased by 5 percent per year.

The youth participant satisfaction targets for Years 4 and 5 are set at 94.0 percent, the same target that applied during Years 1 through 3. This target is currently somewhat above Year 3 performance and was not increased.

Employer Satisfaction: There is one additional state satisfaction target, an employer satisfaction target measured by a biennial survey of employer satisfaction. The employer satisfaction survey is part of a larger employer needs and practices survey conducted to measure the difficulty that employers have in finding trained workers and the amount of workforce training that employers provide. Employers who indicate that they have hired trainees during the past 12 months from each of six workforce programs are asked a series of questions about their satisfaction with those trainees. WIA I-B programs are one of the six workforce programs included in the satisfaction survey.

In 1999, the employer satisfaction survey was conducted entirely by mail, and produced a baseline figure of 67.3. Statewide satisfaction targets for the next two biennial surveys were set at 69 percent for Year 2 and 71 percent for Year 4. Year 2 results were 72.1 percent, exceeding the target of 69 percent. One possible factor in this increase was a change in the method of survey administration. In 2001, and again in this year's survey, satisfaction questions were separated from the main body of the mail survey. This change was designed improve survey response rates by making the main survey shorter. As a result, the bulk of the satisfaction surveys were administered by telephone in Year 2. The 2003 employer satisfaction survey, now in the field, continues the practice of gathering satisfaction results by telephone. Survey research suggests that satisfaction surveys administered by telephone tend to produce higher satisfaction levels than those produced by a mail survey.

When employer satisfaction targets were first set, we intended to increase employer satisfaction levels by 2 percentage points every survey year. We propose revising the Year 4 employer satisfaction target to 74 percent, a 2-percentage point increase over the Year 2 results, to reflect the fact that employer satisfaction results were gathered by telephone in Years 2 and 4.

TAB 5

WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATON COORDINATING BOARD
MEETING NO. 93
SEPTEMBER 30, 2003

WORKFORCE DEVELOPMENT COUNCIL RECERTIFICATON CRITERIA

Under the Workforce Investment Act (WIA), the Governor must certify local Workforce Development Councils (WDCs) every two years (WIA Sec. 117(c)(2)(A)). The current certification of the WDCs ends on June 30, 2004. In order to provide sufficient time for the local elected officials to make any changes that may be necessary, the criteria for recertification need to be established by the end of this year or early 2004 at the latest.

According to WIA, "The Governor of the State, in partnership with the State board, shall establish criteria for use by chief elected officials in the local areas for appointment of members of the local boards ..." (WIA sec. 117(c)(2)(B)). The Governor must recertify the council appointed by the chief elected official if the council satisfies the appointment criteria established by the Governor and the local council has not failed its performance targets for two consecutive years. No WDC has failed this performance test.

The recertification process provides an opportunity for the Workforce Board and the Governor to reconsider the appointment criteria for WDCs. It also provides an opportunity to reconsider state policy regarding whether or not a WDC and its staff is permitted to deliver WIA Title I-B core or intensive services or be a one-stop operator.

Two years ago, the Workforce Board adopted a motion that stated:

> That the Workforce Training and Education Coordinating Board advise the Governor to make no changes at this time in the appointment criteria for the membership of local Workforce Development Councils, and the Board advise the Governor to make no change at this time in the policy permitting chief local elected officials discretion as to whether or not the local Council or its staff may operate a one-stop center or administer WIA Title I-B core or intensive services. The Board shall reassess these recommendations in two years in order to ensure that State policies best enable local councils to fulfill their leadership role for the local workforce development system.

The paper behind this tab provides background information on these two issues that the Workforce Board indicated it should reconsider at this time. It also discusses how federal requirements may change after WIA is reauthorized. Staff anticipates that Board action on criteria for recertification will occur either at the November or January meeting, depending on the timing and content of Congressional action on reauthorization.

The September meeting provides an opportunity for the Board to refamiliarize itself with the issues and to direct staff as to additional information the Board would like before it takes action.

Board Action Required: None. For informational purposes only.

Workforce Development Councils Recertification Criteria

I. Membership Criteria

The Act reauthorizing the Workforce Investment Act (WIA) that has passed the House (H.R. 1261) changes the membership requirement for Workforce Development Councils (WDCs). Perhaps the biggest change is that each one stop partner program would no longer be a required member. The same change appears in draft legislation being worked on in the Senate.

It appears that once WIA is reauthorized, at least the following will be required to be represented on WDCs:

Large and small businesses (with businesses making up a majority of the WDC members)
Labor organizations
One school district
One institution of higher education
One administrator of adult education and literacy
Faith-based organizations
Community-based organizations
Economic development agencies

Until the legislative process is finished, these requirements could, of course, change.

Based upon the advice of the Workforce Board, Governor Locke's criteria for WDC membership have included at least:

(1) Three representatives of large businesses and three representatives of small businesses employing fewer than 50 employees.
(2) Three representatives of labor.
(3) Two representatives of K-12 education and two representatives of postsecondary education.
(4) One member who represents each of the following:
- The state's public vocational rehabilitation agency
- Public assistance agencies
- Economic development agencies
- Community-based organizations
- The public employment service

At this time, it is not certain what authority a governor will have under the new Act to add such membership criteria. Neither the House passed bill or the Senate draft modifies the relevant sub-sections of the Act that allowed for gubernatorial action in this regard.

Here are some of the major arguments concerning one stop partner programs representation on WDCs:

Arguments in Favor of Additional Partner Program Members

The primary function of WDCs is to provide strategic direction for the workforce development system as a whole. In order to do this well, the major programs should be represented at the table. Their expertise, and buy-in, is essential if they are expected to deploy their resources to advance local goals and strategies. Much the same is true in regard to the WDCs' functions such as overseeing the WorkSource system. Since these programs make-up the one-stop system, they have much to contribute to the discussion. Even with their membership, the private sector members are a majority and that majority status can be protected by rules regarding quorums for voting. It makes little sense to have colleges, schools, faith-based, and community-based organizations represented but not other employment and training programs. This would feed any impression that the WDCs represent a single program—WIA Title I, rather than the system as a whole.

Arguments Against Additional Partner Program Members

Requiring representatives of all the mandatory one-stop partner programs makes the WDCs too large to be effective organizations. Program representatives can have conflicts of interest when the WDCs discuss issues affecting their programs. The presence of a large number of public sector representatives tends to stifle discussion by private sector members. The public members often drift into operational detail that detract from the private sector members' interest in serving, and takes the discussion away from strategic issues.

II. Program Operation

Under WIA, WDCs and their staff may operate one-stop centers or deliver WIA Title I-B direct core or intensive services only with the agreement of the Governor and their chief local elected official (WIA Sec. 117(f)(2)). The bill that has passed the House of Representatives and the draft language in the Senate does not change this provision.

The Department of Labor's final rule for WIA published in August 2000 indicated that local councils and their staff may operate one-stop centers or deliver WIA Title I-B core or intensive services only under limited circumstances in order for local councils "to focus on strategic planning, policy development and oversight of the system" (Federal Register, Vol. 65, No. 156, p. 49304). The Department reported that over 80 percent of the local councils and their staff in the nation are prohibited from such service delivery ("A Report on Early State and Local Progress Towards WIA Implementation," February 2001).

In Washington, the Governor has left this decision to the discretion of the chief local elected official.

Two years ago, at the urging of the WDCs, the Board determined that since the WDCs had been in existence for only two years it was the wrong time to make a decision to as to whether or not to set state-wide criteria for separating WDCs from service provision.

Some of the arguments on both sides of this issue are:

Arguments for Mandatory Separation

WDCs should maintain a clear focus on strategic planning and accountability. When staff for a council also operates programs, the WDC's attention can be diverted away from strategic planning and toward service delivery. When council staff has a vested interest in the reported performance of a program because the staff also operates the program or is the WorkSource operator, it can affect the ability of a council to hold programs accountable for improving performance. To be effective as strategic planning bodies, WDCs must be, and must be perceived to be neutral between programs. This is difficult to achieve when staff to the WDC is responsible for operating one or more of the programs—the WDC can be seen more as the service delivery body for WIA Title I, rather than as the body that coordinates a policy planning and service delivery for all workforce development programs in the area. If the WDC were the one-stop operator in an area and there was poor performance, would it decertify itself and choose another operator?

Arguments Against Mandatory Separation

The best organizational structure depends on local circumstances and should be left to the discretion of the local Workforce Development Area as under current state policy. For example, rural areas may not have the organizational capacity for separate staffs to support WDCs and to provide all the services that should be offered through the WorkSource system. What is the problem that requires fixing by a change in this policy? Program performance has been strong. Washington was just one of 16 states that recently received a federal incentive award for performance across the workforce development system. The WDCs just completed updating local strategic plans that demonstrated their ability to perform this strategic function. Separating staffing functions could entail substantial costs, particularly in time spent away from performing the functions of WDCs and Title I administration. These costs could have negative impacts on customers. The separation of functions did not appear as a problem in the recent Workforce Board assessment of system building.

Additional Information

Before the Board makes a decision on these two issues there will be an opportunity to present the Workforce Board with additional information. For example, such information might include:

> Descriptions of the organizational structures currently in existence to staff WDCs and to deliver WIA Title I services and operate WorkSource Centers.
>
> Views of local stakeholders representing a cross section of workforce development programs.

At the September meeting, the Board should discuss what additional information it would like to receive.